43441

National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Division
Division des thèses canadiennes

Ottawa, Canada
K1A 0N4

PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

• Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur

JUDITH ÉLAINE JAMES

Date of Birth — Date de naissance	Country of Birth — Lieu de naissance
April 27, 1949	CANADA.

Permanent Address — Résidence fixe

General Delivery
FORT ALBANY, ONTARIO
POLIMO

Title of Thesis — Titre de la thèse

The 'Empty Nest': An Exploratory Investigation OF A Transition Within Motherhood

University — Université

The University of Alberta.

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

MASTERS of EDUCATION - in Counseling Psychology.

Year this degree conferred — Année d'obtention de ce grade	Name of Supervisor — Nom du directeur de thèse
Fall 1979	DR. J.G. Paterson.

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

Date	Signature
Oct. 18/79	Judith E. James.

NL-91 (4/77)

National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

THE UNIVERSITY OF ALBERTA

THE 'EMPTY NEST': AN EXPLORATORY INVESTIGATION OF A TRANSITION WITHIN MOTHERHOOD

by

© JUDITH ELAINE JAMES

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

IN

COUNSELING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1979

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled, "The 'Empty Nest': An Exploratory Investigation of a Transition Within Motherhood", submitted by JUDITH ELAINE JAMES in partial fulfilment of the requirements for the degree of Master of Education in Counseling Psychology.

.....J.G. Paterson.....
Supervisor

.....Klepsvchuk.....

..Grace Malicky.....

Date ..Oct.,..1979....

To my Father who taught me how to dream;

and

To my Mother who taught me how to realize those dreams.

ABSTRACT

This study was exploratory in nature designed to generate ideas regarding the basis of successful adaptation by mothers to the eventual departure of their children from home. Since the "empty nest" transition represents a difficult period for many women, it was considered important to isolate the criteria inherent in successful completion of mothering responsibilities. The graduation from high school of their youngest children was the event used to identify women experiencing this transition.

Twelve women who had "launched" all their children except the youngest, volunteered to participate in the study. Based on the theoretical concepts of maturational transitions, an unrestrictive interview schedule was conducted to elicit each woman's own frame of reference and perspectives on the revision of her mothering role. The Demographic and Social Environment Questionnaire, the Incomplete Sentences Blank, and the Personal Orientation Inventory were also administered to obtain additional information regarding the woman's social and psychological experiences. One woman deviated from the study criteria in that she had recently separated from her husband. Information gathered from this subject was reported separately.

Descriptive reports indicated that an opportunity to anticipate, rehearse and clarify expectations for the postparental role, the attainment of scheduled objectives for one's children, and, the availability of other meaningful involvement, were factors which seemed to contribute to an ease in revision of the motherhood role. Analysis of the case material further indicated that the women's willingness to perceive

their children as independently functioning adults, was related to a level of "healthy" psychological functioning. As well, the availability of emotional support systems appeared to facilitate acceptance of this event as a natural and positive aspect of life. General trends indicated that the women in this study were happy and content with their life experiences, had positive feelings regarding their family, and viewed their mothering role as having been important and satisfying.

Implications for counselors dealing with adults in "crisis", the necessity of educational programs in family living, and, the establishment of community support services for women experiencing the "empty nest" transition, were discussed.

ACKNOWLEDGEMENTS

There are a number of cherished friends who deserve mention for the varying parts they played in facilitating the completion of this thesis. To them, I extend a sincere and special thanks.

To Brian for his love, support and patience.

To Darle for her encouragement and valued perspectives.

To Dave for his understanding and sympathetic ear.

To Marg for her empathy and cherished sense of humor.

To Sandy for her interest and motherly nature.

As well, I would like to thank my committee members, Dr. John Paterson, Dr. Carolyn Yewchuk and Dr. Grace Malicky for their willingness to provide me with a pleasurable learning environment.

A special thank you is extended to the twelve "empty nest" women who allowed me a glimpse into their lives.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Background to the Problem	1
	Purpose of the Study	3
	Significance for Counselors	4
	Overview	5
II.	THEORY AND RELATED RESEARCH	7
	Critical Problems Perspective	7
	Theoretical Base	7
	The Concept	8
	Maturational Crisis	10
	The "Empty Nest" Transition	13
	Role Transformation	14
	Anticipatory Socialization	15
	Role Clarity	18
	Goal Attainment	19
	Substitute Gratifications	20
	Some Interfering Variables	21
	Menopause	21
	Age	22
	Marital Separation, Divorce or Widowhood	23
	Related Research	24
	Successful Adjustment to Transition	24
	Unsuccessul Adjustment to Transition	28

CHAPTER PAGE

Summary of Definitions 29

III. DESIGN AND METHODOLOGY 32

Sample 32

Interview Technique 34

Supplementary Instruments 36

Demographic and Social Environment Questionnaire 36

Rotter Incomplete Sentences Blank 37

Personal Orientation Inventory 39

Data Gathering Procedure 42

Limitations of the Study 43

Evaluation of Data 44

IV. FINDINGS AND CONCLUSIONS 46

The Interview 46

The Transition 47

Identification 47

Attitudes 49

Concerns 50

Support Systems 52

Anticipatory Socialization 53

Substitute Gratification 54

Goal Attainment 55

Role Clarity With Children 56

Role Clarity With Husband 58

Conclusion 59

Psychological Health 59

CHAPTER PAGE

General Trends 62

Auxiliary Findings 68

V. DISCUSSION AND IMPLICATIONS 70

Discussion 70

Implications 73

Counseling Dimension 74

Educational Dimension 75

Community Dimension 75

Contribution to the Area 76

Suggestions for Further Exploration 77

* * *

REFERENCES 79

APPENDIX A: Letter to Mothers 88

B: Letter to Non-Participants 90

C: Interview Questions 92

D: Demographic and Social Environment Questionnaire 94

E: Incomplete Sentences Blank 100

F: Personal Orientation Inventory 102

Part 1: Description of POI Scales 103

Part 2: Profile Sheet for POI 105

G: Research Consent Form 106

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
1.	Number of Women Occupying Each Scaled Score Range for the Combined Time-Competence and Inner-Directed Scales	60
2.	Number of Women Occupying Each Scaled Score Range for the Five Complementary POI Scales	61
3.	Number of Women Occupying Descriptive Categories for General Life Satisfaction Scale . .	63
4.	Number of Women Occupying Descriptive Categories for General Level of Health	64
5.	Percentage Distribution of Positive Companionship Experiences With Children and Husband	65
6.	Percentage Distribution of Negative Feelings in Regard to Children and Husband	65
7.	Percentage Distribution of General Level of Satisfaction Obtained Through Interaction With Children and Husband	66
8.	Description of General Level of Success Felt in the Motherhood Role	67

CHAPTER I

INTRODUCTION TO THE STUDY

Background to the Problem

Throughout the course of our lives, we all encounter events which are accompanied by psychological distress and emotional turmoil. Such events have been referred to as "critical life problems" (Calhoun, Selby and King, 1976), which may pose a significant hazard for the psychological well being of the individual. The present study focuses on one such "critical life problem", that of a mother's personal adjustment to the separation which occurs when her children leave home to become independently functioning adults. As Deykin, Jacobson, Keerman and Solomon (1966) suggested:

> The necessity of women's adaptation to this situation has become almost universal as medical progress has increased life expectancy to such an extent that most women now live at least half their lives subsequent to the cessation of child rearing. (p.1423)

This particular life event has been referred to as the "empty nest transition" (Deykin, Jacobson, Keerman and Solomon, 1966; Harkins, 1975; 1978; Lowenthal, Thurnher and Chiribogo, 1975; Spence and Lonner, 1971); the "postparental stage" (Axelson, 1960; Cavan, 1963; Deutscher, 1964; 1968; Glenn, 1975); or the "post-mothering conflict" (Oliver, 1977). Predominantly, the literature has defined this event as occurring at the time of graduation from high school of the youngest child.

Since the turn of the century, the "empty nest" has become an increasingly prevalent phenomenon in the family life cycle. With

smaller families, an increasing life span, and a breakdown of the concept of the extended family, a growing number of mothers entering this event are faced with a psychological and sociological adjustment period which is directed by few clear-cut guidelines or cultural conventions (Neugarten, Havighurst and Tobin, 1968; Neugarten, 1977; Spence and Lonner, 1971). The majority of research studies have focused on this life event, as a transitional process through the life cycle which requires role revision encompassing adjustments in behavior, attitudes and relationships (Deutscher, 1969). Although both men and women experience this transition, it has been considered uniquely stressful for women since it entails the loss of the major components of the mother role, a role which has traditionally been a central focus of many women's lives and identities (Glenn, 1975; Hill and Aldous, 1969; Lipman-Blumen, 1972). As Oliver (1977) has pointed out:

> To many women, regardless of their other interests, relationships and accomplishments, mothering is the function which is central to their perception of self. It is the function by which, frequently, they are defined, and by which they define themselves. (p.88)

Unlike their male counterparts, even women actively employed outside the home view the responsibility for and care of children as the principal occupation and preoccupation in their lives (Lowenthal, Thurnher and Chiribogo, 1975; Spence and Lonner, 1971). Further, as Oliver (1977) suggested:

> Retirement from this role may come at a time, not of the women's choosing, sometimes, with little

> advance notice, generally without adequate preparation, and with no support systems, such as are often accorded men who retire from the work force. (p.88)

In a society which is primarily youth oriented, and which assumes that while children are young a mother "should" devote the major portion of her time and emotional life to them, retirement from this role can bring with it "crisis, conflict, and confusion" (Schlossberg, 1976; Spence and Lonner, 1971). If this is indeed the outcome, it is important to isolate the general criteria inherent in successful completion of the primary motherhood responsibilities.

Purpose of the Study

The study is exploratory in nature, in that, the objective is to generate ideas regarding the basis of a successful adaptation by mothers to their children leaving home. It attempts to illuminate the problems inherent in this transition by eliciting direct information from women whose youngest children have just graduated from high school. It was assumed that women with children at this level of educational and personal development would express concerns regarding the termination of their mothering role. However, there is no reason to expect that the "empty nest" experience is the same for all women. It may be that for some, this event is expected and is in fact favorably anticipated.

The study is primarily descriptive in nature, focusing mainly on information obtained through taped interviews of women experiencing the "empty nest" transition. Based on the theoretical concepts and research evidence available, an interview schedule was designed implementing open or unrestrictive questions. A number of

questionnaires intended to obtain additional information regarding the women's social and psychological experiences, are used to supplement the interview responses. The support for such an approach in studying the reactions of individuals to life events, was elucidated by Neugarten (1977) in her statement:

> Psychologists would do well to make greater use of the person [herself] as the reporting and predicting agent, and by gathering systematic and repeated self-reports along with other types of data, to combine the phenomenological and the 'objective' perspective. (p.640)

Through implementation of this approach, the investigator attempts to elicit information from the mother's own frame of reference and subjective perspectives, in relation to the termination of her child rearing role.

Significance for Counselors

A common view in the past has been that adulthood represents a period of stability or decline and that counseling is of dubious value. Fortunately, in the last few years, there has been increasing interest in adulthood and aging (Bromley, 1966; 1974; Pressey and Kuhlen, 1957; Woodruff and Birren, 1977) which has given us new insight and evidence to suggest that development is part of the entire life process. Kubler-Ross (1975) suggested that individuals enter the crisis of death as the "final stage of growth".

Bockneck (1976, p.38) proposed that poor results in counseling with older adults include "not only antipathetic counselor attitudes of various kinds", but also "younger adults may not take account of

the developmental needs of older adults 'e.g. historical perspectives'". If the goal of counselors is an intervention that will facilitate growth, enabling people to take control and feel in control of their lives, then individuals going through changes in adulthood present a worthy challenge. However, in order to meet this challenge, it is imperative that counselors understand the salient issues of adulthood and aging.

There is a need for research concerning transitions encountered by men and women in the middle and late years of life, not only to promote effective counseling methods for adults in "crisis", but also to introduce society as a whole to effective alternatives available in dealing with "critical life problems". While acknowledging the limitation of our present knowledge, Lowenthal (1975) suggested there is a need for a life-course orientation in all of our social, educational and economic institutions, otherwise:

> We may find ourselves with an increasing proportion of frustrated late middle-aged people whose personal solution may be to adopt the sick role for another 20 to 30 years of so-called living thus wreaking a perhaps legitimate revenge on a society which has denied them alternatives. (p.12)

It is proposed that understanding the problems encountered by women experiencing the "empty nest" transition will add to our knowledge of effective alternatives within life problems.

Overview

While the purpose of the present investigation has been briefly

introduced in this chapter, the remainder of the thesis contains more detailed information regarding the theoretical framework and research aspect of the study. Chapter II consists of a presentation of the theoretical concepts and research literature relating to the "empty nest" transition. The particular methodology and design utilized for the collection of data is presented in Chapter III. Chapter IV contains a presentation of the findings and conclusions generated from the research data, while Chapter V consists of a discussion of these findings with implication for future research.

CHAPTER II

THEORY AND RELATED RESEARCH

Chapter two focuses upon a review of the theory and research pertaining to the "empty nest" transition. The concept of transitional states, factors influencing the relative ease of a role transformation, and variables which may interfere with the transition, are dealt with separately. Research focusing on both the successful and the unsuccessful adjustment to the "empty nest" transition is discussed. A summary of major definitions completes the chapter.

Critical Problems Perspective

Theoretical Base

The "critical problems perspective" more commonly known as crisis theory, has been developed only within the past few decades and has been based upon a broad range of theories of human behavior. Having its origins in the works of E. Lindemann (1965) and G. Caplan (1964) who were concerned with the development of a therapeutic approach that might contribute to the maintenance of "psychological health", it draws upon the more traditional theoretical frameworks of ego psychology, humanistic and existential orientations, and the behaviorist tradition, as well as incorporating concepts from the social scientific realm (Ewing, 1978; Hoff, 1978; Parad, 1965). It is concerned with the interaction between the individual and his/her environment (Kalis, 1970). The theory postulates that certain events or situations in the course of the life cycle can lead to a significant disruption such that the individual is unable to maintain normal functioning and must adopt new strategies or modes of coping (Calhoun,

Selby and King, 1976).

Although crisis theory is still in its infancy and remains largely at a heuristic level, there are a number of consensual assumptions which are implicit in it. Kalis (1970) has outlined these assumptions:

1) That human functioning requires the maintenance of an ongoing homeostasis or equilibrium not only within the organism but in relationship to the environment.

2) That any disruption of this equilibrium is followed by attempts to restore it or to achieve a new adaptive balance.

3) That certain disruptive periods can, by their characteristics be identified as crisis states.

4) That behaving organisms are more susceptible to external influence during a period of disruption than during a period of stable equilibrium.

5) That the period of disruption is self-limited and may be followed by a new adaptation which is qualitatively different from the one which preceded the disruption.

6) That equilibrium can be restored by changing features of the environment, changing modes of coping, or both.

(p. 73)

Kalis further suggested that these assumptions can serve as guiding principles for both research and therapeutic intervention.

The Concept

Caplan (1961; 1964) identified the state of crisis as a transitional period or a turning point in an individual's life, which is brought about by a stressful "precipitating event" such that the individual experiences disturbances in thought and emotion. It can be conceived of as a growth promoting potential in that it is "a catalyst

which disturbs old habits, evokes new responses and becomes a major factor in charting new developments" (Rapoport, 1965, p.23). Therefore, it is a challenge which elicits new coping mechanisms which can strengthen the individual's adaptive capacity. Rapoport (1965) outlined three major patterns of responses which are necessary for an individual to resolve a transition in a "healthy" way:

1) correct cognitive perception of the situation, which is furthered by seeking new knowledge and by keeping the problem in consciousness;

2) management of affect through awareness of feelings and appropriate verbalization leading toward tension discharge and mastery;

3) development of patterns of seeking and using help with actual tasks and feelings by using interpersonal resources.

(p.29)

To these patterns of responses, Caplan (1963) would add that individuals need a basic trust in themselves and others, as well as a basic optimism about the outcome. Maslow (1968, p.25) would suggest that optimal implementation of these responses would require that the individual be sufficiently gratified in their "need for safety, belongingness, love, respect and self-esteem". Failure to implement these responses can lead to unhappiness for the individual, disapproval by society, and difficulty with later transitional periods (Bocknek, 1976; Havighurst, 1953; Hoff, 1978; Morris, 1976; Parkes, 1971).

The concept of crisis has been usefully divided into two main categories; "maturational" or "developmental" crises and "situational" or "accidental" crises. Maturational crises have been described as a "normal part of growth and development" (Hoff, 1978, p.184). The concept refers to the belief that throughout the life cycle, an

individual's personality develops through a number of transitional periods which can cause an emotional upset and which "frequently require that the individual make many characterological changes" (Aguilera and Messick, 1970, p.106). Transitional periods which are frequently the source of maturational crisis include getting married, birth of a child, children leaving home, retirement, menopause, and death. Situational crises arise more from external sources which are less expected such as severe physical illness or injury, loss of employment, death of a loved one, and divorce. Parad (1965) pointed out that there is difficulty in making precise differentiations between maturational and situational crises due to a gap in our current state of knowledge, as well as variations in the use of these terms. She further suggested that although some events would constitute strictly a maturational crisis, while others strictly a situational crisis, many life experiences have both maturational and situational components. Recognizing this problem, it is felt that the adjustment by mothers to their children leaving home is acquired mainly through role revision, and is therefore more appropriately viewed as a maturational crisis. As a result of this, a major emphasis will be placed on this concept.

Maturational Crisis

Throughout the course of the lifespan, an individual's life style is constantly subject to changes as a result of maturational development, shifting situations within their environment, or a combination of both. Such transitional points are generally viewed "as periods of marked physical, psychological, and social change that are characterized by common 'disturbances' in thought and feeling" (Parad, 1965, p.73). Although normal and expected, such changes may have elements which are

novel for the individual experiencing them and thus can be considered as potential "crisis" points. Bocknek (1976) suggested that "crises" are usually a result of the individual's adverse reaction to one or more aspects of the "developmental imperative". Fear of an impending life stage, reluctance to leave a gratifying stage, trauma of unexpected developmental demands, unresolved earlier issues, cumulative erosion of energies, or inhibition in experiencing a positive growth, are issues which Bocknek suggested could lead to a maturational crisis. The way the crisis is resolved, can affect both the psychological health of the individual as well as his/her relationships with others (Brim, 1976; Rapoport, 1965; Hoff, 1978).

Fundamental to the understanding of maturational crises as they occur throughout the life cycle, is Erikson's (1963) formulation of developmental tasks (trust, autonomy, initiative, industry, identity, intimacy, generativity, and integrity). He is one of the few theorists to have challenged Freud's psychoanalytic concept that adult personality is determined by psychosexual development in infancy and childhood.

Erikson introduced to psychology the "epigenetic principle", the idea that life progresses in an observable sequence. The principle states that "anything that grows has a ground plan, and that out of this ground plan the parts arise, each part having its time of special ascendancy, until all parts have arisen to form a functioning whole" (Erikson, 1959, p.52). He expanded upon this principle by stating that "personality can be said to develop according to steps predetermined in the human organism's readiness to be driven toward, to be aware of, and to interact with a widening social radius" (p.52).

Each of Erikson's eight psychosocial stages is marked by a "crisis" or turning point in which there exists an increased vulnerability and heightened potential. Individuals who successfully resolve the stage crisis are more successful in coping with age-appropriate decisions and developmental tasks. Only through a successful resolution of each preceding crisis can the next stage be approached (Erikson, 1963).

Although Erikson has made an important contribution to the conception of development in adulthood, his eighth stage of "integrity versus despair" is used to identify in a nonspecific way all of the psychological crises and crisis solutions of the last forty or fifty years of life. Peck (1968) suggested that Erikson's first seven stages could most appropriately be relegated to the period extending from birth to young adulthood, but further refinement and delineation of the crucial issues of middle and late adulthoodwere needed. He introduced the concept of "dynamic alternatives" or tasks involving learnings or adjustments that should be accomplished in the middle and late years. During the middle years, valuing wisdom, socializing in human relationships, cathectic or emotional flexibility, and mental flexibility are characteristic of a developing individual; while valuing physical powers, sexualizing in human relationships, cathectic impoverishment, and mental rigidity are characteristic of the undeveloping adult. In later years, ego differentiation, body and ego transcendence lead to contentment and life fulfillment; while a pre-occupation with the work role, body and ego, will result in a lack of fulfillment or basic acceptance of one's life as having been inevitable, appropriate and meaningful.

Peck suggested that as a result of greater variability in the chronological age at which a given maturational crisis may arise in later life, researchers would be well advised to "get samples which are homogeneous with respect to their 'stage in life' and disregard chronological age" (Peck, 1968, p.92). To illustrate this point he identified samples such as; "women who are at climacteric, men who are at the point of retiring, parents whose youngest child has just left home" (p.92).

The concept of predictable developmental stages related to psychosocial crisis in combination with a wide variety of other psychological and sociological concepts of human behavior, have formed the foundation for many recent studies in the area of psychosocial transitions in adulthood (Brim, 1976; Gould, 1972; Levinson, Darrow, Klein, Levinson and McKee, 1976; Lowenthal, 1975; Lowenthal and Weiss, 1976; Neugarten, 1970; Sheehy, 1977).

The "Empty Nest" Transition

The "empty nest" transition is a phrase which is used to identify the time in a woman's life when her children are preparing to leave home to become independently functioning adults. Predominantly, the literature has defined this event as occurring at the time of graduation from high school of the youngest child.

As was indicated previously, the majority of research studies have focused on the "empty nest" transition as a period for a woman which requires a major revision in her role as mother. The activities which have occupied a large majority of her time through most of her adult life, and which have presumably given purpose and meaning to her existence, have reached a point of diminishing importance. She

experiences a loss of familiar and secure routines and is faced with a challenge to perform equally well in the new anticipated role. This, through necessity or choice, introduces a period of "role transition" (Blau, 1973; Cottrell, 1942) defined by Burr (1972, p.407) as "moving in and out of roles within a social system", directed toward a restoration of an equilibrium between her individual goals in life and her behavioral style. This may result in either a "growth-promoting process" if the change is viewed as a "role increment" or a "constriction" if the change is viewed as a "role decrement" (Lowenthal and Chiriboga, 1972; Lowenthal, Thurnher, and Chiriboga, 1975).

Role Transformation

As no role exists in isolation, role revision encompasses adjustments in behavior, attitudes and relationships (Spence and Lonner, 1971; Spiegel, 1957). Deutscher (1969, p.48) has identified three major dimensions involved in the problem of role transitions:

1) Sequential roles: The process of abandoning segments of an older identity and establishing a new self-image;

2) Concurrent roles: alterations in any one role can produce alterations in the other roles which an individual plays in any given phase of the life cycle;

3) Complementary roles: revisions of relationships with certain significant others who may persist as significant others through more than one phase of the life cycle.

Implicit within these dimensions, are a number of factors which contribute to the relative "ease of a role transformation", defined by

Burr (1972, p.407) as the "degree to which there is freedom from difficulty and the availability of resources to begin or to stop a role in a social system".

The strategy in this section is to identify the theoretical variables involved in the ease of a role transformation as it applies to women involved in the "empty nest" phase of life. It is important to recognize that these variables do not operate in isolation from each other, but interact in their effectiveness to promote relative freedom from difficulty in making a transition.

Anticipatory Socialization

Anticipatory socialization refers to the process of learning what is expected within a role before being in a situation where it is appropriate to behave in that role (Burr, 1972; Merton, 1968). Deutscher (1962, p.523) suggested that since the "empty nest" is an emerging phase of the life cycle, the transition could be assumed to be difficult, "largely because of the absence of role models - the absence of socialization to play postparental roles". However, there appear to exist, opportunities for women to rehearse the part before having to adopt the postparental role (Spence and Lonner, 1971; Harkins, 1975; 1978). Deutscher (1969) suggested three aspects to anticipatory socialization in which women in the "empty nest" transition can participate.

1) Change as a Cultural Value and Norm:

One of the underlying cultural values in our contemporary society is the focus on change as an inevitable and positive aspect of life (Maslow, 1968; Schlossberg, 1976). Jourard (1976, p.68) exemplified this value in his statement; "One kind of hell is changelessness. The

person who cannot grow, who experiences his [her] own being and the being of the world as 'frozen' in its present status, is in hell". This value provides a general conditioning and acceptance of change as a natural process regardless of the specific situation.

Neugarten (1976, p.16) pointed out that adults are governed by a social clock and suggested that "society is age-graded, and every society has a system of social expectations regarding age-appropriate behavior ... each with its recognized rights, duties, and obligations". Further, she suggested that adults have a set of anticipations of the normal, expected life events and they "make plans, set goals, and reassess those goals along a time-line shaped by these expectations" (Neugarten, 1970, p.79). Although the occurrence of life events is influenced by a variety of life contingencies, this normative pattern is adhered to by "most" individuals in society (Neugarten, 1968; 1973; 1976; 1977; Neugarten, Moore and Lowe, 1968). Women who are able to predict the "empty-nest" phase of life as a positive aspect of change, will have fewer adjustment problems.

2) Temporary Departure of Children:

Another opportunity for women to learn and rehearse their role for postparental life is the temporary departure of their children from home (Sussman, 1953). These absences may be defined differently by women depending on what each considers to constitute a "temporary" departure (Deutscher, 1969). In different instances this may include: a child who spends occasional weekends away from home; an adolescent who is absent from the family for the largest portion of the day and views home only as a place to sleep; a young adult who has left for college but returns home for weekends or regular visits or has

established periods of living away from home but leaves the parents with the expectation they will again return home to live. Whatever the time-span of these absences, Deutscher (1969) suggested that the "temporary" can act as a bridge in which transitional learning experiences can aid the mother in adapting to the "permanent" postparental life.

3) The "Mother-in-Law" Myth:

Deutscher (1969) suggested that the cultural myth of the "meddling mother-in-law" can be viewed as a conditioning device which can provide women with the opportunity to anticipate and accept the eventual departure of her children. He suggested that the commonly heard resolution, "As soon as my youngsters were born, I made up my mind that I was not going to be a mother-in-law like you read about" (p.379), indicates that the woman is preparing herself for the postparental period of life by establishing what her expectations are for her new role. Few studies have dealt with this particular aspect as an anticipatory socialization device.

In summary, it would appear that the obligations, responsibilities, and privileges appropriate to the postparental phase of life become established, and anticipatory socialization for this phase can take place during the preceding period. Further, women who anticipate the transition to the postparental phase, who can interpret the past and foresee the future, and who can create for themselves a sense of the predictable life cycle, appear to have fewer adjustment problems (Neugarten and Hagestad, 1976; Neugarten and Moore, 1968; Spence and Lonner, 1971).

Role Clarity

Another theoretical variable which contributes to the relative ease of a role transformation, is role clarity defined by Cottrell (1942, p.618) as the degree to which there is a set of "explicit definitions of the reciprocal behavior expected". Deutscher (1969) suggested that variations in the ease of the transition can be viewed at a societal level and an individual level. At a societal level, the degree to which an individual is aware of, understands, and accepts the social expectations regarding age-appropriate behavior will positively influence the transition into the postparental stage (Neugarten, 1976; Neugarten, Moore and Lowe, 1968). At the individual level, clarity of roles is dependent on a clear communication of expectations by the participants in that role (Spiegel, 1957).

Variables which can adversely affect the amount of role clarity and ease of the transitional process are "role conflict" (Burr, 1972), "role strain" (Goode, 1960), "cognitive-discrepancy" (Spiegel, 1957), and "role incompatibility" (Cottrell, 1942). Generally, each of these variables refers to inconsistent expectations for a role which are demonstrated both on a verbal level and a behavioral level. A child who asserts an independence and insists on being treated as an equal adult, then indicates to the mother that [s]he still expects to have the privileges enjoyed in the "mother-child" relationship, can introduce a level of stress or conflict. In this case, in order to reach a clear understanding and equilibrium in roles, "participants must have a relatively high tolerance for frustration and failure, and both must assume informally the roles of teacher and learner alternately" (Spiegel, 1957, p.4). Spiegel further suggested that

"joking" is one of the first signs that role modification is in process and indicates that the individual is able to achieve some distance from the variables causing inconsistencies in the new role expectations.

Goal Attainment

The ease of adjustment to new roles varies with the extent to which the role facilitates attainment of goals set out by an individual (Gass, 1959; Glenn, 1975; Schlossberg, 1976). Spence and Lonner (1971) and Harkins (1978) have suggested that the adjustment to the post-parental phase in life is based largely on the mother's perception of what constitutes successful independence of their children. Goals or expectations mothers may have for their children include the obtainment of such things as: graduation from high school, a college education, a secure job, marriage, or a general growth of character. Neugarten (1976) suggested that such goals are internalized in the mother's lifespan timing and as a result she will view the "empty nest" transition as being "early", "late", or "on time" depending on the value and realization of these expectations. If the scheduling of objectives by children themselves is different from the expectations a mother has for those children, and if she fears that the children's course may not be successful, she can not feel free from her role as a parent. In either case, making the transition into the postparental phase may be problematic or full of conflict. On the other hand, if the attainment of the goals set out by the mother coincide with the "empty nest" transition, the movement to a new role can be a favorably anticipated period.

Substitute Gratifications

Another theoretical variable affecting the relative ease of a role transformation is the availability of substitute gratifications. Havighurst (1954) claimed that to change roles easily, or to reduce role activity requires a personal quality which he called "role flexibility" fostered by the substitute gratifications obtained through successful and meaningful experiences in a variety of other roles. This is particularly important if there is an excess of frustration in the attainment of goals within a specific role (Burr, 1972). Lowenthal, Thurnher and Chiriboga (1975) suggested that most middle-age women have few extra-familial roles or activities due to the fact that their energies have been consumed by the interpersonal demands of their motherhood role. If this is indeed the case, the lack of substitute gratifications could lead to a difficult transition when retirement from the mothering role occurs. This assumption has been supported by Deutscher's (1968; 1969) findings that women who had other roles in their lives that they considered to be meaningful, had less difficulty making the transition out of the parenting role. Other studies dealing with role flexibility have substantiated this finding (Bradburn, 1969; Edwards and Klemmack, 1973; Havighurst, Neugarten and Tobin, 1968; King and Howell, 1965; Maddox, 1963; Phillips, 1967).

In summary, there are a number of factors which influence the relative ease or difficulty of role change for women involved in the "empty nest" phase of life. The extent to which women participate in anticipatory behavior and rehearsal for the postparental role, the clarity of expectations in that role, their attainment of the valued

life goals they have for their children, and the availability of gratifications from other activities, form a part of the criteria necessary for a successful completion of the primary motherhood responsibilities.

Some Interfering Variables

Menopause

Biological climacterium (menopause) often occurs in a woman at approximately the same time she is preparing for her children to leave home. It has generally been regarded as a significant turning point in a woman's psychosexual development (Aguilera and Messick, 1974; Treas, 1975); one which reflects profound changes in her personal identity, as it signals the reality of advancing years and the cessation of her reproductive life. Although there has been considerable medical interest in this biological event, few empirical studies have dealt with the possible psychological problems encountered during the menopausal phase in a normal, "non-clinical" population. Neugarten (1970; 1976) and Neugarten and Kraines (1965) are notable exceptions to this. They found that the majority of women in a population of one hundred who were in the premenopausal, menopausal, or postmenopausal phase of life, tended to minimize the significance of this event and were unlikely to regard it as producing much anxiety or stress. While seventy-five per cent of this population experienced some disturbances or discomfort during the climacterium, only a small proportion sought medical treatment. Overall, these women held relatively favorable views of menopause, many welcoming it as a relief from menstruation or fear of unwanted pregnancies. Lowenthal, Thurnher and Chiriboga (1975)

and Harkins (1978) have reported similar findings. These studies would suggest, that menopausal status has little or no effect on the psychological or physical well-being of the woman in the "empty nest" phase of life.

Age

There is considerable variability in chronological age in which the transition to postparental life may occur. For one woman it may occur in her early forties, for another the event may not occur until she is close to sixty. One practical consideration may be that older women have had more opportunities to experience and find solutions to a greater number of life conflicts which may influence the way they deal with the "empty nest" transition. On the other hand, younger mothers may find it easier to supplement their free time by returning to the work force, a luxury not often made available to older women. However, Peck (1968) suggested that if the criterion for adjustment to a maturational transition is the individual's resolution of the "specific" developmental task in which they are engaged, age is no longer a variable. Neugarten (1968) further suggested, that women tend to define their age in terms of the events within the family cycle, and as such, regardless of their "true" chronological age, "for married women, middle age is closely tied to the launching of children into the adult world" (p.95). Studies which have controlled for this variable have also indicated that successful adjustment to the post-parental phase of life is independent of the age of the individual (Deutscher, 1964; 1968; Harkins, 1978; Spence and Lonner, 1971).

Marital Separation, Divorce, or Widowhood

A variable which may interfere or postpone the process of adjusting to the "empty nest" transition, is the loss of a marital partner through separation, divorce or death. All of these events could lead to a period of extreme stress or "crisis" in a woman's life, especially if the event was unanticipated (Heyman and Giantures, 1974; Neugarten, 1976; 1977). It involves a loss of the intimate contact and security she shared with her marital partner as well as imposing a major reorganization of her self-image and her social roles (Calhoun, Selby and King, 1976; Cavan, 1969; Treas, 1976). Social relationships may be disrupted at this time for a variety of reasons including: avoidance of her by friends who are uncomfortable with her grief (Lopata, 1973) or who are distressed with the reminder that it could happen to them (Lantz and Snyder, 1962); a feeling of discomfort in couple-oriented interactions; or an inability to maintain social contacts as a result of financial limitations. New activity patterns, friendships and gratifications may eventually be established but until that time, her children may be viewed as her main source of support through this period of stress. They are often called upon by her to assume responsibilities previously allocated to the father, to replace the father as a focus of her attention, and to maintain a supportive relationships with her (Lopata, 1973). Until a period of adjustment and acceptance is allowed to occur, the mother may be unable to cope with the impending separation brought about by her children leaving home.

Related Research

The recognition of transitional states as a phenomenon which may produce conflict for individuals experiencing them is a relatively new area of scientific exploration; and as such, studies dealing with the "empty nest" transition are relatively few. These studies have focused mainly on the woman's adjustment (or lack of it) to the change brought about by her children leaving home to become independently functioning adults. Based on the results, these studies can be divided into two main areas: those in which she is successful in her adjustment; and, those in which she is unsuccessful. At present, there are apparently no studies which have been conducted with Canadian women involved in this phase of life. Therefore, the results reported below have exclusively been based on an American population.

Successful Adjustment to Transition

The successful adjustment to the "empty nest" transition has generally been defined as a qualitative description by women of their life situations as being "as good" or "better" than it had been in previous life stages. This description of general life satisfaction has been described by Henley and Davis (1967, p.67) as "a perceived state of mind that reflects contentment and freedom from anxiety". Three different techniques have been implemented in previous investigations: mail survey questionnaires; intensive interviews; or interviews supplemented with questionnaires.

Investigating the effects of the "empty nest" transition on husband-wife relationships and on general life satisfaction, a number of researchers have found that the quality of life in the postparental

period was generally described by women as unchanged or improved (Axelson, 1960; Deuscher, 1964; 1969; Glenn, 1975; Rollins and Cannon, 1974; Rollins and Feldman, 1970; Rubin, 1976). However, these responses were from women in the postparenting stage of life and the retrospective responses may have suffered from possible inaccuracies in recollection of the previous stages. Based mainly on responses from mailed surveys, reasons given for this general satisfaction in the postparental period centered around a freedom from parenting responsibilities, freedom to be geographically mobile, and a freedom from having to set a good example for their children.

Neugarten, Havighurst and Toblin (1961) suggested that a woman can be described as being well adjusted and having a high level of life satisfaction if she finds pleasure in everyday activities, feels successful in achieving major goals, maintains optimistic attitudes and moods, has a positive image of herself, and regards life as meaningful. To investigate their level of life satisfaction and psychological health, Neugarten (1970; 1976) interviewed a number of women who were in one of three stages: the pre-empty nest stage in which all children were living at home; the transitional stage in which one or more children had left home; and, the postparental stage in which all children were away from home. She further stratified her sample into role orientations of primarily home oriented, community oriented, work oriented, or mixed home-community oriented groups. A number of questionnaires including measures of anxiety, life satisfaction, and self-concept were also administered.

The relationship between role orientations and overall measures of psychological well-being was generally low for women in all stages,

indicating that involvement in extra-familial roles does not necessarily contribute to an increased level of psychological health. Her results did, however, indicate that the postparental stage was associated with a somewhat higher level of life satisfaction for women. Neugarten suggested that perhaps having to cope with children at home was more stressful than having the children away from home. This was supported by Gass (1959) who found that women in her sample obtained little satisfaction from the mothering role and were glad to be free of a number of the confining elements of childrearing.

Harkins (1975; 1978) and Lowenthal (1972; 1975) reported similar findings. They found significantly more symptoms of physical and psychological stress in women during the transitional stage; however, these symptoms appeared to have a slight and transitory effect on the overall well-being of the individuals, as they generally reported a favorable anticipation of the postparental phase of life. It is interesting to note, that of the women contacted by mail, the lowest response rate in Harkin's study was from women who were undergoing the "empty nest" transition. Harkins (1978, p.551) suggested that the lack of response from these women may be "due to a sensitivity to the issue, and their absence from the sample could lead to an underestimation of the effects of the transition".

Spence and Lonner (1971) observed that it is important to understand the mother's perception of what constitutes the successful independence of their children as this can affect the level of satisfaction in the postparental years. She found that women who perceived their children not as children, but as independently functioning adults, tended to be free to pursue goals and interests for themselves. On the

other hand, women who expressed less confidence in their children's ability to function on their own, appeared to have difficulty restructuring their lives and were tentative, vague and pessimistic about their future goals.

According to the studies cited, the majority of women appear to experience a successful transition to postparental life. However, inherent in studies which implement self-report questionnaires and interview situations, are a number of weaknesses of which the reader should be aware. One major problem is the lack of response or participation in surveys. Not only does this decrease the size of the sample on which results are based, it also introduces a bias to the study, in that, nonrespondents may differ from respondents in a number of fundamental ways including: interest in the topic; sensitivity to the issues; conscientiousness; and, educational and socioeconomic status (Mouly, 1978). This may have a bearing on the validity of the results.

Another major problem is the accuracy or "truth" of the response which is dependent on the ability and willingness of the respondent to provide the information requested. In discussing feelings and behaviors which may have social, cultural, or personal implications, there may be a tendency for respondents to produce responses which represent what they think is socially desirable rather than what they actually believe or feel. This may especially be true for individuals who have strong cultural expectations regarding appropriate behavior for certain social roles. Mouly (1978, p.204) suggested that although the interview situation permits the establishment of greater rapport and thus stimulates the respondent to give more complete and valid

answers, it is not unusual for individuals to "orient his [her] answers toward the sociable or courteous rather than the truth". To control for this, interviewers should be alert to possible disguises in thought and emotion.

Unsuccessful Adjustment to Transition

Occasionally, a woman who is unable to make the necessary adjustments to the "empty nest" transition comes to the attention of mental health workers. Often this lack of adjustment is precipitated by her inability to cope with the critical situation in which she is "called upon to face her own needs rather than the vicarious gratification she has learned to expect from sustaining the physical and emotional needs of others" (Oliver, 1977, p.94).

Deykin, Jacobson, Keerman and Solomon (1966) indicated that there appears to be a relationship between the termination of child rearing and clinical depression in middle aged women. He found in a group of hospitalized depressed women, that "latent" or "overt" conflict was directly related with the women's inability to adjust to their status as childless mothers. Overt conflict was characterized by violent and frequent arguments with their children and was more prominent in women who had lower educational status, few or no friends outside the family, no work experience, and an absence of a husband in the home. Covert conflict was characterized by a vague, undefined, dissatisfaction with their children and was more prominent in women who had higher educational status, friends outside the family, satisfying work or community involvement, and the presence of a husband in the home.

Bart (1971) also found cessation of the mothering role to be a significant factor in precipitating depression among first admission

hospitalized middle age women. Those women with overprotective or over-involved relationships with their children appeared to be the most vulnerable. A lack of meaningful work involvement also appeared to be a factor in the depression of these women. This finding is supported by Powell (1977) who observed that women employed full-time outside the home reported significantly less physical and psychological symptoms of stress during the "empty nest" phase of life, than did women who were unemployed.

In studying the onset of alcoholism in middle age women, Curlee (1969) reported that a number of women began drinking excessively when their children left home. These women tended to be dependent upon their husband or children for their identity and their sense of worth and generally exhibited few interests outside the home. Axelson (1960) also found that, in a group of "non-clinical" women, a tendency to be concerned about their health and a greater need for activities outside the home, was associated with a significant increase in loneliness during the postparental years.

Although these studies have focused on a relatively small proportion of the general population, they represent the outcome of an inability to cope with the cessation of child rearing. It is likely that only those women with the most severe reactions of fear and loneliness are identified as being unsuccessful in their capacity to cope with the "empty nest" transition; however, there may be many women who experience varying degrees of conflict who never receive the emotional support necessary for resolution of this problem.

Summary of Definitions

The following is a synopsis of the major definitions previously

used in this chapter. The definitions are presented collectively to provide a convenient reference.

Crisis State

The state of crisis is the disturbance in an individual's thoughts and emotions brought about by a stress producing event.

Maturational Crises

Maturational crises are normal and expected periods of growth and development which occur at transitional points in an individual's lifespan. They are represented by marked physical, psychological or social change.

"Empty Nest" Transition

The "empty nest" transition is a phrase used to describe the period in a woman's life when her children are preparing to leave home. For purposes of this and other studies, this period is defined as occurring at the time of graduation from high school of the youngest child.

Role Transformation

Role transformation is defined as a period of revision in the roles an individual experiences within a social system. This revision is directed toward a restoration of an equilibrium between goals in life and behavioral style.

Ease of Role Transformation

The ease of a role transformation is facilitated by a number of factors.

1) Anticipatory socialization refers to the process of learning and rehearsing what is expected in a role before having to behave in

that role.

2) Role clarity refers to a set of explicit definitions of the behavior expected in a role.

3) Goal attainment refers to the successful realization of valued life goals.

4) Substitute gratifications refer to the availability of successful and meaningful experiences attained through a variety of roles.

Life Satisfaction

Life satisfaction refers to a perceived state of mind that reflects contentment and freedom from anxiety. It is generally a qualitative description by the individual as to her overall happiness in a life situation.

CHAPTER III

DESIGN AND METHODOLOGY

The content of chapter three deals with a description of the sample, the strategy and technique of data collection, and the procedure involved in conducting the study.

Sample

The primary requirement in choosing a sample for the study related to the need of locating a group of women who were experiencing the "empty nest" transition. For the purpose of this study, this event has been defined as occurring at the time of graduation from high school of the woman's youngest child. It was assumed that women having a son or daughter at this level of educational and personal development would express concerns about their feelings regarding the impending termination of their mothering role.

The Salisbury Composite High School in Sherwood Park, Alberta was the central source for locating women who were in this transition. The geographic boundaries of this school defined the district from which the sample was drawn. Information regarding the number of children presently living at home, marital status of parents, home address and telephone number was collected from students who were the youngest child in their family and who were in the 1979 graduating class.

Participation in the study was limited to women who were married with spouse present in the home, natural mother of their children, and who had "launched" all their children but the youngest. These restrictions are compatible with previous research and were incorporated into the present study to maintain a fairly homogeneous population.

The data collected from the students indicated that 22 of 59 women with youngest child graduating from high school, met this requirement.

It was decided to collect data by means of an interview technique supplemented with questionnaires. The women identified for the sample were contacted by letter (Appendix A) to explain the purpose of the study and to solicit their participation. Approximately two weeks later, the women were contacted by phone to arrange a meeting to discuss their reactions regarding the impending departure of their children from home. Of this sample, 2 women who were unable to be contacted prior to the data collection deadline were eliminated; 8 women refused participation in the study with time restriction being their major reason for refusal; and 12 women agreed to meet with the investigator to discuss this event. The non-participants were later contacted by letter (Appendix B) in an attempt to solicit their response by requesting the completion of questionnaires. This follow-up was designed to account for a possible bias introduced to the study by their non-response (Mouley, 1978). Of the women contacted in this category, one woman returned completed questionnaires and one woman responded with a letter covering her reason for non-participation.

The 12 women in the participating sample were between the ages of 40 and 56 with a mean age of 45 years. Five women were full-time homemakers, five women maintained full-time employment outside the home (two of these women acquired their employment within the past year), and two women were employed part-time outside the home. As well, fifty per cent of the women in this sample had one or more grandchildren. One woman in the sample group deviated from the study criteria, in that, she had recently separated from her husband. As the investigator

was unaware of this fact prior to the scheduled interview, it was decided to proceed with data collection anyway. However, the information gathered from this woman is reported separately as an artifact of the study.

Interview Technique

As the objective of this study was to delineate parameters regarding the basis of adaptation by mothers to the termination of their mothering role, an interview technique was used. The interview has been described as the most powerful and useful tool in the determination of the status of a phenomenon as it affords flexibility and versatility (Kerlinger, 1973; Mouly, 1978). It permits the establishment of greater rapport and thus stimulates the respondent to give more accurate and complete information. It also allows greater flexibility in questioning which permits the investigator to pursue various leads or hunches, to encourage elaboration of points that the respondent has not made clear, and to clarify questions the respondent has apparently misunderstood. The interview also provides an opportunity to evaluate the validity of the information given through appraisal of the sincerity and cooperation of the respondent as well as through observation of nonverbal manifestation in response to questions.

Based on the theoretical concepts and research in the area of maturational transitions, an interview schedule focusing on the "empty nest" transition was constructed using open or unrestrictive questions (Appendix C). This schedule was a product of collaboration with a number of professional psychologists versed in the strategies of the interview technique. Although the standardized interview was designed

in order to collect precisely the same categories of information from each subject, a flexibility in the ordering of questions, a freedom to attempt alternative wordings of the same question, and a freedom to use neutral probes if the response to a question was unclear, incomplete or irrelevant, was employed. This was consistent with the interview strategies outlined by Gordon (1975). This format was designed to delineate information regarding the following research questions:

1) Do women identify the transition as occurring the time of graduation from high school of their youngest child?

2) Do women see this transition as a natural and a positive aspect of life?

3) Do women experience concerns about their feelings and thoughts regarding the termination of their mothering role?

4) Do women engage in communication with significant others in regard to their concerns about the termination of their mothering role?

5) Do women engage in anticipatory socialization or rehearsal for the postparental role previous to their children leaving home?

6) Do women see the other roles in their life as being as meaningful and gratifying as the mothering role?

7) Does the attainment of goals as outlined by the mothers for their children influence adaptation to the postparental role?

8) Do women have a clear definition as to their expected role in postparental life in regard to their children?

9) Do women have a clear definition as to their expected role in postparental life in regard to their husbands?

These questions represent the varying aspects believed to be involved in the "empty nest" transition. The cumulative responses to each

research question form a basis for a descriptive presentation of the women's adaptive level to the termination of their mothering role.

As Mouly (1978) has pointed out, the validity of the interview tends to be directly proportional to the competence of the interviewer. The interviewer's ability to establish a high level of rapport, to evaluate and clarify responses in an objective way, and to encourage open and candid communication from the respondent, contributes to the validity of the interview. For the purpose of this study, all interviews were carried out by the investigator.

Supplementary Instruments

Demographic and Social Environment Questionnaire

In addition to the taped interview, the subjects were asked to respond to a demographic and social environment questionnaire (Appendix D). This questionnaire was constructed to allow greater uniformity in the way questions were asked and thus to ensure greater comparability of responses from the women in the sample. Information gathered from this questionnaire was used in a descriptive way to complement the other research data.

A number of questions were designed to establish baseline information regarding the women's employment status, educational level, number of children and grandchildren in the family, and number of relatives living within the immediate vicinity. As well, questions dealing with the frequency and type of social activities enjoyed by the women were included. These questions were designed to identify the frequency and source of satisfaction which women obtain through activities outside their child-rearing role. The questions pertaining to life relationships

and events, were adapted from a scale developed by Rollins and Feldman (1970) to elucidate levels of marital satisfaction at different stages of the family cycle. From this scale, a number of questions were adapted to focus on the degree of life satisfaction experienced by women in the "empty nest" transition. They were designed to elicit information in the following areas:

1) Negative feelings from interaction with husband and children.

2) Positive companionship experiences with husband and children.

3) General satisfaction experienced from interaction with husband and children.

4) General state of health.

5) Satisfaction with previous stages of family life.

6) Satisfaction with present stage of family life.

7) General appraisal by mothers as to their adequacy in the child-rearing role.

The Rotter Incomplete Sentences Blank

The Incomplete Sentences Blank (ISB) was originally developed by Rotter and Willerman (1947) as a screening device to evaluate the degree of psychological adjustment of army personal in convalescent hospitals. Later this form was standardized on college freshmen with the purpose of obtaining an overall score to discriminate between adjusted and maladjusted individuals. It was designed as a screening device to direct therapy for those individuals who experience a high degree of conflict (Rotter and Rafferty, 1950). The ISB is a semi-structured personality projective technique in which the first word or words to a sentence is supplied. Subjects are encouraged to

complete forty sentences and to express their "real feelings" (Appendix E). It was assumed that the "subject reflects his [her] own wishes, desires, fears, and attitudes in the sentences [s]he makes" (Rotter and Rafferty, 1950, p.3), in areas of social, family, sexual, and vocational interest. Although there are no time restrictions on the completion of these sentences, the average time of administration is twenty minutes.

Usually, the sentence completions are scored by comparing them against empirically derived items and by assigning a numerical weight from 0 to 6 for each sentence. An overall score is derived by the sum of the total weights with higher scores being indicative of maladjusted behavior. All responses are divided into three categories: conflict, or unhealthy frame of mind as indicated by responses of hostility, pessimism, and hopelessness; positive, or healthy frame of mind as indicated by responses of humor, optimism, and acceptance; and, neutral responses which are generally on a superficial descriptive level. Scoring manuals exist for both male and female records. The frequency and cumulative percentage distribution of scores are reported for 85 female and 214 male college freshmen (Rotter and Rafferty, 1950, p.11). The mean scores for female and male subjects, respectively, are 127.4 and 127.5, with standard deviation scores of 14.4 and 14.2. The authors have suggested that a cutting score of 135 would most efficiently separate adjusted from maladjusted individuals.

Although a high validity and reliability has been reported for the ISB in relation to young college students (Rotter, Rafferty and Schachtitz, 1949; Fulkerman and Getty's, 1965), no formal standardization with a general adult population at different age levels has been

carried out. As a result of this, the investigator rejected this measure a valid indicator of the level of adjustment for women in the study population. However, the form was viewed as a useful instrument to identify general trends which exist in the thoughts, attitudes and feelings of women experiencing the "empty nest" transition.

Personal Orientation Inventory

As a means of objectively evaluating the reactions of women in relation to the "empty nest" transition, a measure of their psychological health, as indicated by the Personal Orientation Inventory (POI), was obtained. Shostrom (1964) developed this self-report inventory as a therapeutic tool in assessing the healthy growth of an individual. The inventory consists of 150 paired opposite-choice statements which are purported to reflect the values and behaviors believed to be important in the development of "self-actualizing" or "fully-functioning" individuals. Knapp (1976) has described such individuals as utilizing their talents and capabilities to full potential, being oriented in the present, functioning relatively autonomously, and having an optimistic outlook on life and human nature. In responding to the inventory, subjects are encouraged to choose the statement in each pair which is true, or mostly true of themselves. The form can be completed in approximately thirty minutes.

The POI consists of two major scales: the Time-Competence scale which measures the person's ability to live more fully in the present as opposed to dwelling on the past or future; and, the Inner-Directed scale which measures the person's ability to be self-supportive as opposed to being dependent on others for their views. The major scales

do not have overlapping items, and as such the combined raw scores of these scales may be used as a quick overall measure of the individual's level of psychological health (Shostrom, 1966). As well, the POI consists of ten subscales which are considered to measure particular personality traits of an individual. These subscales include measures of the person's values, feelings, self-perception, synergistic awareness, and interpersonal sensitivity. The name, abbreviation and description of the specific qualities measured by each scale can be found in Appendix F, Part 1.

Raw scores obtained on each scale are plotted on a profile sheet (Appendix F, Part 2) and are automatically converted into standard scores. The mean standard score, based on adult norms, is 50 with a standard deviation of 10. Shostrom (1966) and Knapp (1976) suggested that T standard scores between 50 and 60, indicate the person is functioning at a relatively healthy level, while scores below 50 indicate the person may be experiencing difficulty in areas of personal effectiveness.

Since the POI depends upon self-reported behavior and judgment, two characteristic "lie profiles" are contained within it. The first is a "pseudo-actualizing" profile which is represented by consistent T scores over 60. Shostrom (1973, p.480) suggested that pseudo-actualizing scores "may be interpreted as 'over-enthusiastic' attempts to take the test in accordance with 'rightness' from reading Maslow and other humanistic literature". The second profile is represented by an extremely elevated score on the self-regard scale, combined with depressed scores on the self-acceptance and existentiality scales. This profile is usually indicative of "deliberate attempts to present

a favorable profile without specific knowledge of concepts of actualizing" (Shostrom, 1966, p.22).

The POI appears to have good concurrent validity, in that it discriminates between individuals who have been observed to have a high degree of healthy functioning, as clinically defined, and those who do not (Shostrom, 1964). Hospitalized psychiatric patients who significantly scored lower on the scales, than did Shostrom's (1964) samples, demonstrated further evidence for the concurrent validation of this test (Fox, Knapp and Michael, 1968). The POI scales have also been shown to have good content validity in that they correlate negatively with alcoholism (Zaccaria and Weir, 1967), neuroticism (Knapp, 1965), and depression (Shostrom and Knapp, 1966).

The reliability of the POI has been reported by Klavetter and Mogar (1967) who used a test-retest format over a one week period. Reliability coefficients for the major scales of Time-Competence and Inner-Direction were reported as .71 and .77 respectively. Coefficients for the subscales ranged from .55 to .85. Coefficients of .75 for Time-Competence and .88 for Inner-Direction based on readministration of the POI after a two week interval were reported by Wise and Davis (1975). These scores are considered sufficient when compared to similar studies on comparable personality measures.

For the purpose of this study, the POI scales have been utilized as heuristic devices to identify general trends in the personalities of the sample women in comparison to their interview responses. As Shostrom (1966, p.4) indicated, the "POI scores for the scales and subscales can be interpreted in light of the norms that have been established and the personality categories they are designed to assess".

He further suggested that "interpretation may shift to clinical insights generated in response to specific scales". As such, results of the POI are reported in a descriptive way to complement data obtained through the taped interviews.

Data Gathering Procedure

An interview was arranged with each woman who volunteered to participate in the study. The interviews were conducted in the comfort and privacy of the women's homes. After a period of light socialization to establish a comfortable level of rapport, a focused interview, intended to elicit the woman's own frame of reference and subjective perspectives, was conducted. Each interview was tape recorded with the subject's permission. This did not seem to inhibit responses, as each woman appeared relaxed and open in her communication. Following the scheduled interview, the subjects were asked to complete the Demographic and Social Environment Questionnaire. The respondents were administered the questionnaire at this time, to allow clarification of questions which may have caused confusion. Each interview ranged from two to three hours in duration.

Subjects were given the POI and ISM forms, and were asked to complete and return them, by mail, to the investigator. This strategy was employed to allow the participants to respond to the inventories at their leisure. They were instructed to read the directions carefully, to respond honestly, and to complete them with no assistance from others. All questionnaires were returned within a two week period following the completed interview. The questionnaires were alphabetically coded to assure identification in case of name omissions.

The women who participated in the study, demonstrated a high level of interest and cooperation, and in many cases, appeared "eager" to talk about the impending termination of their mothering role. They were assured confidentiality in regard to their responses and, as such, willingly signed a release form (Appendix G) to allow analysis of the tapes and questionnaires for research purposes. The majority of the women expressed interest in the results of the study and were assured a copy following its completion.

Limitations of the Study

Three major limitations of the study warrant acknowledgement. The first centers around the question of how representative the women in this study are in relation to the general population. The eight nonparticipants in the identified sample may have introduced a bias to the study findings. There is no way of predicting whether these women would have added support to the overall findings. Fortunately, however, individuals still have the freedom to choose whether they will or will not participate in scientific research. As such, investigators of adult behavior must be content with this limitation.

The second limitation of this study is that the findings are based on responses of women whose youngest children are still present in the home. Although women may appear prepared for and accepting of the termination of their mothering role, they are still in many ways actively involved in it. It is possible that for many women, the full realization of the "empty nest" may not occur until the actual departure of their children from home. As a result of this, the conclusions of this study must be tempered with this qualification.

A third limitation of the study focuses on one of the restrictions of the sample group. The data reported is only for married women with spouse present in the home. Successful termination of the mothering role may in part be facilitated through the knowledge that when the children depart, a woman will have a continued companionship with her husband. Women who are left living on their own when their children depart, may present other problems inherent in the "empty nest" transition which are not accounted for in this sample.

Evaluation of Data

The data obtained from this sample is reported in terms of a descriptive technique. The taped interviews were transcribed and significant responses identified. An independent rater, trained in the skill of interviewing, also evaluated and identified responses of each subject. This was to assure accurate reporting of responses. Only those responses which both raters agreed to be significant were included in the analysis. This evaluation was in accordance with the theoretical concepts believed to be important in successful role revision. Following this procedure, the POI was scored to obtain an objective evaluation of each woman's level of psychological functioning. The scores from this inventory were then compared with the investigator's subjective evaluation of the woman's level of adpative behavior. Variables such as age, educational level, and number of children and grandchildren in the family were compared against the interview responses.

Responses to the ISB were grouped according to the record stems and specific trends identified. A different independent rater, trained in the interpretive skills of projective data, also evaluated

the responses to assure against possible investigator bias. Only those trends which both raters agreed to be indicative of the sample were used for further analysis. The cumulative responses to varying categories in portions of the Demographic and Social Environment Questionnaire were than compared against these trends and corresponding responses identified.

CHAPTER IV

FINDINGS AND CONCLUSIONS

The content of chapter four consists of a presentation of the research data. A major focus is placed upon the responses by the women in relation to the interview sessions. This is followed by a presentation of data obtained through the questionnaires. Also included is a section dealing with an auxiliary finding.

The Interview

The taped interviews of the eleven women comprising the study sample were analyzed in terms of the responses to the nine research questions. These questions were used to evaluate the level of adaptation by these women in regard to a number of different components involved in the "empty nest" transition. In accordance with the theoretical concepts of role revision, the responses were than grouped as to the demonstrated degree of effective coping behavior in relation to each research question.

The findings are presented in accordance with the similar positions occupied by these women in relation to the components involved in the "empty nest" transition. This method of presentation affords a clear demonstration of the varying degrees of implementation of the factors believed important in successful role revision. It should be noted that the reported positions are not necessarily occupied by the same number of women in relation to every aspect of the transition. Although a woman may be coping effectively in relation to one component, she may be experiencing greater difficulty in adjusting to other components. However, two women consistently demonstrated adjustment

difficulty in relation to all facets of the transition.

The Transition

The "empty nest" transition was initially conceived as being dependent on the revision of the mother's role brought about by her youngest child's graduation from high school. As such, the eleven women in the study sample were seen in a similar position relative to the transition. The various quotes included in this section are unedited transcriptions of responses given by the sample women in relation to the interview questions (Appendix C).

Identification

Do women identify the transition as occurring at the time of graduation from high school of their youngest child?

The majority of women (9 out of 11) identified graduation from high school or the movement out of the home of their oldest child as the point at which revision in their role as mother actually begins. The transition was conceived by these women as a gradual process where preparation and adaptation to the postparental role occurs slowly with the departure of each child. A common response which suggested this process was:

> You miss the first one in a way. By the time the second one goes it's not so bad. It's not like they're all leaving at once. I think it's when the first one leaves that you realize they're getting to that age. They want to be independent, they want to be on their own.

Further investigation revealed that these women were at different positions relative to their own evaluation regarding the termination of

their mothering role. To the question of when the children are "ready" to be on their own, the responses varied. Three women acknowledged the movement of their children toward independence: "When they are ready to go, they have somehow outgrown the family." This was usually combined with an insistence that the child must be capable of being self-supportive financially and physically, as well as responsible for their actions. When asked if their children were capable to be on their own, they readily acknowledged their children's independence and capabilities. These women seemed to be saying, for them, the transition was over.

The other six women were more vague as to what constitutes a readiness for their children to be on their own. Some referred to undefined levels of maturity and responsibility such as, "They're maturity I guess, it's just the way they're made, it's sort of a gut feeling a mother has I guess." For others, the readiness was seen in terms of their own values of when a child "should" depart from home. This was explicit in one woman's comment, "I don't like the kids taking up away from home, I prefer them at home until they get married." These women were more reluctant in their willingness to view their children as being capable to be on their own. Although they recognized the movement to independence and adulthood, they still perceived their children as needing the support and guidance of the home environment for a while longer. The transition for these women was seen in terms of still being in progress.

Two women expressed the idea that the "real" transition was yet to come. They did not appear prepared as a result of older children leaving home and seemed to be avoiding having to cope with the

eventual departure of their youngest child. This was apparent in one woman's comment, "I don't think I ever really faced it. Even now I'm not really thinking what could happen when [the youngest] is gone. I'm just hoping he still will be part of the family." The other woman appeared to be consoling herself by denying the fact that any of her children had actually departed from home through her statement, "My kids never <u>really</u> [her emphasis] left home, because I get a phone call from most of them everyday ... My kids have never been in a hurry to leave ... they wanted to live at home." These women appeared to be clinging to their children, avoiding the inevitable moment when their role as mother would be over.

<u>Attitudes</u>

Do women see this transition as a natural and a positive aspect of life?

All the women in this sample viewed the termination of the mothering role as a natural aspect of life. This was evident in comments such as, "it's a life pattern", "it's just a life cycle", "it's the end of an era", and, "it's a milestone in your life, another phase that sort of falls into place". However, the degree of viewing this event as a positive aspect of the life cycle was widely varied.

The five women who viewed the termination of the mothering role in a positive way, directed this feeling to a concern for their children's healthy growth. This was articulated by one woman who suggested:

> From the beginning my husband and I cherished each day we had and could have the children. It is not that you have them always, they don't belong to you. ... I

> would say, if a child doesn't want to leave something is wrong. A healthy bird wants to fly out. I would actually kick them out if they were not making a move to go on their own.

The same sentiment was expressed in another woman's comment, "I think you have to let your kids go, because they have to grow up, they just don't otherwise and it's not healthy."

Three women recognized the need for their children to leave home and become independently functioning adults, but experienced some discomfort in viewing this move as positive. This was expressed in the comment, "I feel it's the parents duty to let them go. This is the way I comfort myself with it. It isn't easy but it's something that you have to culture yourself into doing."

Three women were ambivalent about the positive aspect of their children leaving home. This appeared to be dependent on the level of contentment they felt with this event. As one woman said, "It's pretty hard to get excited and think of what a beautiful future I'm going to have. ... I maybe think to me that your children, well, they're just your reason for living."

Concerns

Do women experience concerns about their feelings and thoughts regarding the termination of their mothering role?

Women who had apparently completed the transition, had very positive feelings and thoughts regarding the termination of their mothering role. As one woman expressed it, "I like it. It gives you more freedom to do what I always wanted to do. I'm satisfied that this

part is behind me." It was only the presence of a child in the home that was keeping them from full participation in their new life style. It was not that these women had avoided or were avoiding their motherhood role, but that expectations of the role as they perceived it had been transformed.

Many women who were still in the process of role-revision, expressed minor concerns of possible loneliness, missing the child's dependency, and having to adjust to an almost "empty" house. As one woman suggested, "I'll be lonesome for a while. I'm all for them to go, but I'm going to miss them ... their dependency ... not knowing they're coming home for supper." These women were however, anticipating the postparental life as being an enjoyable time for them. Each expressed ideas of greater freedom to pursue varied activities, an increased companionship with her husband, and being able to take life easy.

For two women, concerns about the termination of their mothering role appeared to be tied to their feelings of belongingness and importance. These feelings also seemed to be wrapped up in concerns about growing older and their inability to bear children. One woman expressed these concerns in her statement:

> Very depressed and like a feeling of being not needed, while I'm useless, you're getting old, and you're not needed. Basically, it's a need to be a mother and be wanted and needed. It's just a lack of confidence in a person. ... it's very hard to try to treat your children like adults. It's hard to let them grow up.

These women expressed the conflict and confusion they were experiencing,

not only through their words, but through their whole presence.

Support Systems

Do women engage in communication with significant others in regard to their concerns about the termination of their mothering role?

The three women who expressed positive thoughts and feelings regarding the termination of their role as mother, discussed this event with others only in terms of a pleasurable period in their lives. They were comfortable with the changes in their life style and as such did not feel the desire or necessity to solicit emotional support from others.

The six women who expressed minor concerns in terms of their role change, engaged in communication with others through a light form of confiding. This was expressed by one woman who humorously related, "Jokingly, we say we'll be glad when they're all gone, to have this peace and quiet, and when they're gone you say, 'I wonder when they're coming home'." This form of communication seemed to represent a means of sharing with friends the feelings they have about this event. Only one woman in this group expressed a need for a more intense emotional support. During the initial stages of the transition, this woman found guidance and acceptance from a close friend as was expressed in her comment, "She helped me an awful lot, seeing things. She's very understanding, very down to earth." This woman implied that her friend had facilitated the acceptance of this life event.

The two women who expressed conflict and remorse in the termination of their mothering role, expressed an inability to confide their "true" feelings to significant others. They appeared unable to initiate

intimate contact with family and friends. As one of the women put it, "I haven't got anyone that close to express those feelings to ... you sort of freeze up inside and you don't open up to anyone." The other woman expressed this isolation in terms of, "I keep a lot of hurt to myself ... I can't talk about it, I can't cry about it. I've always been the strong one. I won't let it worry my husband. I don't like to rock the boat." Although these women sought different solutions in coping with their turmoil, they both seemed eager to have their feelings accepted and understood. This was implied by one woman in her comment, "Having this interview and actually talking about my relationship with my family, has made me realize what a 'good feeling' I do have about my job as a mother."

Anticipatory Socialization

Do women engage in anticipatory socialization or rehearsal for the postparental role previous to their children leaving home?

All the women in this sample indicated that opportunities have existed for them to rehearse for the postparental role previous to their children leaving home. Holidays enjoyed away from their children, absences of children from the home for major portions of the day, the emotional distance established by children through the teenage years, and the alterations in relationships with older children, have allowed these women to anticipate, rehearse and adjust to their new emerging role. As one woman commented, "I think your mind starts accepting the fact that your children are going and there's going to be different things in your life." Four women in the study sample also referred to the anticipation of their role as mother-in-law. The statement, "I don't

want to ever interfere in their marriage, I don't think it's good," suggested that these women were identifying goals and attitudes for their postparental role.

Although each woman indicated some form of anticipatory socialization for the postparental role, the degree of comfort and acceptance of this perceived role was varied. As was indicated previously, while some women have anticipated a positive role change, others viewed their new role with less optimistic feelings.

Substitute Gratification

Do women see the other roles in their life as being as meaningful and gratifying as the mothering role?

All the women in this sample viewed their major occupation in life as that of homemaker and mother. This role was described in terms of "looking after the house", "bringing up the children", and "keeping everybody happy". Even the six women who were employed full or part-time outside the home, expressed the role of motherhood as the most important aspect of their lives. As one woman commented, "If anything happened with any of the family, if my husband or the children needed me, I would sure drop my job just like that."

As the role of motherhood was perceived as slowly coming to an end, six women indicated that more time and energy was spent in finding fulfillment in other activities such as sports, religious and community work, and in some cases independent careers. As these women had maintained involvement in other activities throughout the child-rearing years, the movement to these roles as a means of obtaining meaning and satisfaction, was relatively easy. It was not the quantity, as much as the quality of these other roles which gave these women satisfaction

and variety to their existence. As one woman put it, "I can't say I've ever been a person who sat and wondered what to do. I love gardening and reading ... I work and this is great. It gives you meaning."

The five women who were less involved either physically or meaningfully in other activities, indicated a maintenance of their mothering role into postparental life. They indicated a redirection of their mothering skills in terms of their grandchildren. One woman explained this in her statement, "The grandchildren come in and fill the role again. I feel it's a very high responsibility to make sure that those children are being taught right. There's lots that grandparents can do, to help the parents."

Goal Attainment

Does the attainment of goals as outlined by the mothers for their children influence adaptation to the postparental role?

Not only did the women in this sample seem gratified with the expectations of marriage and family life, they also expressed a fulfillment if the same expectations were expressed by their children. For them, the family cycle "should" continue into the next generation through a similar socialization pattern. As one woman expressed it, "The most happiness for me will be if they are as happy as I was in my life with my husband. That they have a good family life." Although these women claimed it was important for their children to be happy and contented, the goals they perceived as affording this comfort were, "a good job", "a happy marriage", and "being a good citizen".

Seven women who perceived their children as well on their way to

achieving these goals, seemed to feel free to direct their energies elsewhere. For the other four women, there was a sense that their role as mother was not completed. In relation to her youngest child's achievement of these desired goals, one woman commented, "We're still working on her." Another woman who perceived an unhappiness in the marriage of her son, expressed her discontent in the comment, "He has a nice wife, she's not mature enough yet, but she will mature after awhile, with help from me." These women implied, that until they feel secure in the knowledge that their goals are realized, their energy and emotions are directed and consumed on behalf of their children.

Role Clarity With Children

Do women have a clear definition as to their expected role in postparental life in regard to their children?

The majority of women (9 out of 11) acknowledged a redefinition of the relationship they expected to enjoy with their children in post-parental life. They perceived a shift from a mother-child interaction to that of a reciprocal sharing or friendship. As one woman expressed this, "When they're gone, we'll be able to sit down and visit. Adults and friends." For three women in this sample, the shift to this new dimension appeared to have occurred. As one woman commented, "We like to do things together, she's like a friend, she's mature enough that we can talk about anything." In relation to future guidance and assistance for their children, these women were certain that assistance would only be solicited in terms of sharing ideas and possible solutions to life problems.

For the other six women in this group, the perceived friendship was based more on a desire than on a reality. They referred to their relationship with their own mother and hoped this would be accomplished with their own children. The common statement, "This is the type of relationship that I had with my mom", exemplifies this. In regard to assistance and guidance, these women visualized a continued relationship with their children in terms of helping with the grandchildren, giving advice on financial matters, and supplying emotional support. As one woman expressed it, "I think everybody needs guidance and assistance sometimes. If something happens that you don't know about, then you can go to your mother ... I hope if they needed some advice they would come." Although these women were attempting to clarify their role for postparental life, an uncertainty still seemed to exist as to exactly what the relationship with their children would consist of.

The two women in this sample who were uncomfortable with the termination of their mothering role, had considerable difficulty visualizing a change in the relationship with their children. They appeared to be preoccupied with maintaining the mother-child role. As one of these women declared, "They're not going to be right here in my pocket, and it might change for awhile, they might forget. I have to be the first to recognize this and remind them 'don't forget mom!" The other woman expressed a similar feeling in her statement, "I think a mother is the only person in the world you would really open up to." These women seemed to be expressing the desire for a continuation of their mothering role.

Role Clarity With Husband

Do women have a clear definition as to their expected role in postparental life in regard to their husbands?

All the women in this sample expressed a desire for a renewal companionship with their husbands in postparental life. Although each referred to a satisfying relationship with their spouse, they readily acknowledged that during the child-rearing years, less attention had been directed his way. As one woman expressed it, "Now I can look for a companionship with my husband, which so far wasn't the first thing in my life." For seven women, the recognition of this fact did not appear to be disconcerting. They were comfortable with the closeness they had shared with their husbands throughout the marriage and viewed this relationships as continuing into postparental life. They spoke fondly of the time they would share together which was reflected in one woman's statement, "We are very close, but I think we will grow even closer. When we are by ourselves we will make a good life. From now on he's first."

Four of the women in this sample were somewhat more apprehensive regarding the renewal of a close relationship with their husbands. This uncertainty was expressed in tales about friends who had separated following the departure of the children from home. As one woman explained, "You know, so many people that once their children leave, they don't have anything in common and before you know it there's a split-up. It's kind of scary." Another woman expressed this apprehension in her comment, "Good grief, when my husband and I are alone we won't know what to talk about." Although desired and anticipated, these women seemed to imply an uncertainty that the close relationship once enjoyed with their husbands would be rekindled in postparental

life.

Conclusion

Revision of the mothering role appeared to involve more than what was encompassed by the graduation from high school of the women's youngest children. The degree of role revision appeared closely tied to the women's perceptions of their children as having become adults capable of independent living, the acceptance of this event as natural and positive, and the availability of support systems. As well, a gradual preparation for the postparental role through rehearsal, substitute gratifications, goal attainment, and role clarity seemed to be necessary for completion of their mothering responsibilities. These conditions were independent of the woman's age, educational level, or number of children and grandchildren in the family. It is therefore concluded, that successful termination of the mothering role is brought about by the adaptation to a variety of aspects involved within the "empty nest" transition. The event which triggers the transition may vary from woman to woman, but the acceptance of their children as independently functioning adults appears to be accomplished through a similar process of adjustment.

Psychological Health

The Personal Orientation Inventory was administered to obtain an objective measure of each woman's level of psychological health. The combined scores of the major scales of Time-Competence and Inner-Directed (Table 1) indicated that the women in this sample represent varying degrees of personal effectiveness in relation to their psychological functioning.

Table 1

Number of Women Occupying Each Scaled Score Range
For the Combined Time-Competence and Inner-Directed Scales
(N = 11)

Scaled Score Range	Time-Competence + Inner-Direction Scales*
60 plus	-
50 - 59	3
40 - 49	7
30 - 39	1
29 or less	-

NOTE: Scaled score ranges are based on standard deviation of 10 and mean of 50.

* Refer to Appendix F - Part 1 for description of each scale.

Each of the ten subscales was scored to obtain an indication of the woman's level of psychological functioning in relation to various aspects of her personality. Complementary scales have been combined for a clear presentation of the data. The combined scores for each of the personality dimensions are presented in Table 2.

Table 2

Number of Women Occupying Each Scaled Score Range
For The Five Complementary POI Scales (N = 11)

Scaled Score Range	Complementary POI Scales *				
	Valuing (SAV+Ex)	Feeling (Fr+S)	Self Perception (Sr+Sa)	Synergistic Awareness (Nc+Sy)	Interpersonal Sensitivity (A+C)
60 plus	-	-	1	-	1
50 - 59	3	3	4	-	3
40 - 49	6	6	5	8	6
30 - 39	2	2	1	3	2
29 or less	-	-	1	-	-

Note: Scaled score ranges are based on standard deviation of 10 and mean of 50.

* Refer to Appendix F - Part 1 for description of Complementary Scales and corresponding subscales.

Descriptive analysis of the data indicated that two women consistently scored more than one standard deviation below the mean on personality scales measuring feelings, self-perception and interpersonal sensitivity. Interpretation of this finding indicates that these women tend to be less responsive to and expressive of their own needs and feelings (Fr + S scales); lack acceptance of their own strengths and weaknesses (Sr + Sa scales); and, have difficulty relating to others either aggressively or tenderly (A + C scales). This personality profile lends support to the degree of effective coping behavior consistently demonstrated by these women in their interview responses (refer to interview section). Throughout the

interview they expressed conflict and confusion with the impending termination of their mothering role. They appeared to be dependent on their motherhood role as a means of supplying them with a feeling of meaning, belongingness and self-worth. They further expressed a difficulty in sharing with significant others feelings and concerns regarding the "empty nest" transition.

In contrast to this, the women who scored within one standard deviation of the mean on scales measuring feelings, self-perception and interpersonal sensitivity demonstrated a more effective coping behavior in relation to the "empty nest" transition. This was evident in their interview responses (refer to interview section). Although these women differed in regard to their acceptance of and comfort with varying facets of the transition, they generally appeared to view the departure of their children from home as a natural and healthy progression in the family cycle.

In summary, it would appear that the level of adaptive behavior to the "empty nest" transition is related to the woman's level of psychological health in terms of her feelings, self-perception and interpersonal relationships. No consistent relationship emerged between the interview responses and the other personality dimensions measured by the POI.

General Trends

The Incomplete Sentences Blank (Appendix E) was used to identify general trends which appeared to exist in the thoughts, attitudes and feelings of women experiencing the "empty nest" transition. Only those trends which both raters agreed to be indicative of the sample are reported. The stems to various sentence completions included in

this section are underlined for identification. When appropriate, specific trends are supplemented with tables representing the cumulative responses from portions of the Demographic and Social Environment Questionnaire (Appendix D).

1. Life satisfaction: The responses relating to past, present and future items indicated that the women in this sample had positive feelings and thoughts in relation to certain life events. Responses such as, Back home "has lots of good memories for me", The best "is now", and The future 'Will bring new adventures to us", are representative of this trend.

As indicated in Table 3, responses to the life satisfaction scale supported this trend. All the women indicated moderate to great satisfaction in terms of their past and present general life situation.

Table 3

Number of Women Occupying Descriptive Categories For General Life Satisfaction Scale (N = 11)

Event	Great Satisfaction	Considerable Satisfaction	Moderate Satisfaction	Little or No Satisfaction
Past Life	4	5	2	-
Present Life	5	4	2	-

2. General level of health: The women referred to their general level of physical and mental well-being in response to stems I feel, I suffer, and My nerves. Seven women in this sample gave reference

to unsettled nerves as was indicated in responses, My nerves "aren't too great right now" and My nerves "sometimes get on edge". As well, six of the respondents indicated minor complaints such as headaches, arthritis, and menopause. However, these complaints do not appear to cause great concern for these women as all described their general level of health (Table 4) as being good to excellent.

Table 4

Number of Women Occupying Descriptive Categories For General Level of Health (N = 11)

Excellent	Very Good	Good	Fair	Poor
3	4	4	-	-

3. Family relationships: Women in this sample indicated positive feelings regarding family events. Responses such as, I like "having fun and my family around me", The happiest time "is camping with my family in quiet surroundings", and Marriage "has brought a real fulfillment in my life", suggested that these women were generally family oriented. This was supported by responses indicating a high percentage of positive companionship experiences with family, a low degree of negative feelings in regard to the family, and a general level of positive satisfaction obtained through interaction with the family (Tables 5, 6 and 7).

Table 5

Percentage Distribution of Positive Companionship Experiences with Children and Husband (N = 11)

Amount	Children	Husband
More than once a day	9%	11%
About once a day	36%	34%
Once-twice a week	37%	39%
Once-twice a month	10%	16%
Once-twice a year	8%	-
Never	-	-

Note: Positive companionship experiences include: laugh together; calmly discuss something together; have a stimulating exchange of ideas; and, work together on a project.

Table 6

Percentage Distribution of Negative Feelings in Regard to Children and Husband (N = 11)

Amount	Children	Husband
Never	46%	36%
Once-twice a year	21%	46%
Once-twice a month	27%	18%
Once-twice a week	3%	-
Once-twice a day	3%	-
More than once a day	-	-

Note: Negative feelings include: feel resentful; feel not needed; and, feel misunderstood.

Table 7

Percentage Distribution of General Level of Satisfaction Obtained Through Interaction With Children and Husband (N = 11)

Amount	Children	Husband
All the time	9%	18%
Most of the time	73%	64%
More often than not	18%	18%
Occasionally	-	-
Rarely	-	-
Never	-	-

4. Motherhood role: The women in this sample generally implied that their motherhood role was important and satisfying. Responses such as, A mother "is very important to her family", A mother "is very happy when she has loving children", and A mother "is also a good friend", exemplifies this. General appraisal by these women as to their perceived adequacy in the child-rearing role (Table 8), indicated these women were satisfied with the level of success they felt in this role.

Table 8

Description of General Level of Success Felt In The Motherhood Role (N = 11)

Excellent	Very Good	Good	Fair	Poor
2	4	5	-	-

Eight women in this sample indicated the need for, and/or to be needed by, other people. This is indicated in responses such as, I need "to be needed", I need "to feel wanted", I need "my family", and, I need "my friends". This may be indicative of an extension of their general nurturing role or perhaps just a general feeling of belongingness.

5. Humanitarian orientation: The women in this sample appeared to have humanitarian values and attitudes as was indicated by responses, What pains me "is to see human suffering", What pains me "is for others to deliberately hurt someone", and, People "think to much of self instead of other". They implied a concern for the general state of economy, environment and the world. This was indicated in their responses, What pains me "is to watch how hard it is for the young people today", What annoys me "is people who don't respect parks and litter the grounds", and I hate "war and destruction". This general trend was expressed throughout the records of these women.

6. Life and death: A general trend which may be indicative of a developmental task, was the women's inquiry into life and death.

Statements such as, I want to know "more about life", and I want to know "what comes after death", are representative of this trend. These responses were combined with fears of being alone in old age, growing older, dying a lingering death, and contracting a crippling disease such as cancer. Such fears were evident in sentence completions to stems My greatest fear and My greatest worry. The women in this sample appeared to be questioning their own mortality.

Auxiliary Finding

One woman in the original participating sample deviated from the study criteria, in that, at the time of data collection she was separated from her husband. As a result of this, the information obtained from this subject is presented in isolation.

It was difficult to assess the responses of this woman in relation to the research questions as she appeared preoccupied with the recent separation from her husband. The responses to questions regarding the termination of her mothering role, appeared mechanical in content, tone and expression. Occasionally, a question triggered an emotional reaction. At these times, her responses seemed to be focused on changes brought about by her marital separation. To the question of how her life would be different once all the children are away from home, she replied:

> Well, that's a big question. If you were in a normal situation where you were staying home where I've been for the last 28 years, the way things are now (pause). It's really hard and he's making it harder with the kids, playing them off one against the other (Statement

ended in tears).

This was further exemplified in her response as to how the relationship would be different with her children once they are away from home. She reflected, "They'll just have to understand how things are, come home and visit and talk to me just like in the old days (close to tears)." The preoccupation with her marital separation was also evident in her responses to the Rotter Incomplete Sentences Blank. The independent rater, unaware of this woman's situation was able to identify through the written responses, the nature of this woman's "crisis".

The interview was slowly converted into a counseling situation. She offered the information, "I was told to leave years and years ago, so I finally did it." When the investigator inquired as to the delay in leaving, she tearfully replied, "The kids mostly I guess, it was home." Unfortunately, this woman's experience exemplified the situation which a number of other women in the study sample have referred to.

The Personal Orientation Inventory indicated that this woman was at a healthy level of psychological functioning. Most of her scaled scores were in the fully-functioning range. This would suggest that this woman is capable of effectively coping with the present "crisis" situation.

In conclusion, it was obvious that this woman was experiencing a "crisis" situation which was more predominant in her mind than the impending termination of her mothering role. As a result of this, it was impossible to accurately evaluate her level of adaptation to the "empty nest" transition.

CHAPTER V

DISCUSSION AND IMPLICATIONS

This study was exploratory in nature, designed to generate ideas regarding the basis of a successful adaption by mothers to their children leaving home. The content of this chapter focuses on a discussion of the factors which appear to facilitate (or inhibit) adjustment to the "empty nest" transition, implications of the findings, and suggestions for study and further research.

Discussion

The reorganization of the mothering role, based largely on the mother's willingness to perceive her children as independently functioning adults appears to be dependent upon implementation of a variety of factors. Although interrelated, these factors are not necessarily dealt with in a synchronous fashion. However, it would appear that until a comfortable balance is obtained between each facet of the transition, a woman cannot successfully terminate her mothering responsibilities. A major finding in this study was that women were at different positions in regard to implementation and balancing of these factors. As such, they were at various levels in the process of adjustment to the "empty nest" transition. The following is a discussion of the factors which appear to facilitate this adjustment. However, conclusions from this study should be viewed in light of the limitations of the sample.

Opportunities to anticipate, rehearse and clarify expectations for the postparental period seem to be important to assure appropriate behavior in the woman's new role. The assurance that a close

relationship with her husband and children will be accomplished in her postmothering life, allows the woman to perceive her role change as a natural and positive aspect of the life cycle. However, if uncertainty exists in her perception of this new life style, a woman may have less desire to relinquish the comfort of her mothering status.

The attainment of scheduled objectives for one's children also appears to be necessary for an ease in role revision. If the life goals which the children have for themselves are inconsistent with the mother's goals, a woman may feel the desire to maintain her mothering role indefinitely. In this case, successful separation from this role may depend on a clear communication between the mother and child, focusing on compromises, attitude changes and acceptance of each other's desired goals. As well, the availability of meaningful involvement outside the mothering role may provide the woman with a substitute gratification not only to fill the time available as a result of the departure of her children from home, but also as a means of directing her emotions and energy away from mothering responsibilities.

The women in this sample who appeared most prepared to relinquish their mothering status, viewed the transition as affording them greater freedom to pursue goals for themselves in terms of new interests, leisure activities and general peace of mind. They appeared confident in the knowledge or belief that their new emerging life style would promote contentment and fulfillment in days to come. These findings lend support to the theoretical conditions believed conducive to the relative ease in role transformations (Burr, 1972; Deutscher, 1969; Speigel, 1957).

The woman's level of psychological functioning also appears to be

a contributing factor to her preparation for and acceptance of the termination of her mothering role. Women who demonstrated a "healthy" level of functioning in terms of their feelings, self perception, and interpersonal relationships seemed intent on sponsoring a healthy growth in their children. As such, the "empty nest" transition was viewed by these women as a positive withdrawal of the mothering role which would allow their children to become self-supportive and self-sufficient. The women who displayed an "unhealthy" level of psychological functioning in terms of their feelings, self perception, and interpersonal relationships seemed more intent on retaining the dependency of their children to satisfy their own basic needs. They appeared to fear the "empty nest" transition as an event which would deprive them of a role which has given them a feeling of meaning, belongingness and self-worth. This would suggest that successful termination of the mothering role is dependent on the mother's perception of herself as being capable of self-supportive behavior. If the termination of the mothering role is viewed with apprehension and confusion, the transitional phase may be prolonged far beyond an appropriate period of time. The findings suggest that the availability of emotional support systems may be necessary to facilitate the management of feelings and concerns, to help women construct an accurate perception of the situation, and to assist in the acceptance of this change as being natural and positive. These findings are consistent with the conditions outlined by Rapoport (1965) and Caplan (1963) for "healthy" resolution of a transition.

The general trends in responses to questionnaires indicated that the women in this sample were generally happy and content with the

overall experiences in their lives. They had positive feelings regarding family interactions and relationships and viewed their mothering role as having been important and satisfying. Although many women in this sample indicated minor health complaints, this finding seemed mainly a product of their age bracket as complaints centered around degenerative effects.

One interesting trend emerged in the responses of all the women in this sample. They appeared to be inquiring into the meaning of life, death and their own mortality. These women are approaching an age when their child-bearing years are ending, their children are leaving the "nest", and they are experiencing the death of parents and age cohorts. This trend may be indicative of a "developmental task" brought about by the realization of their own advancing years.

In summary, the graduation of their youngest children from high school appeared to produce little stress with few adjustment problems for the majority of women in this sample. Although differing with regard to degree of acceptance of this transition, they appeared to be anticipating and preparing for the eventual departure of their children from home. This finding is consistent with previous research studies (Harkins, 1978; Lowenthal, 1972; 1975; Neugarten, 1970; 1976). For two women however, this event was characterized by emotional distress and conflict. For these women, it was truly a time of "crisis".

Implications

Although this study indicates that only a small portion of women experience major adjustment problems in the termination of their mothering role, the author feels that the existence of any level of discomfort warrants concern. Examination of the findings suggest a

number of implications for helping professionals.

Counseling Dimension

Often women undergoing a "crisis" in their role transformation can be helped merely through the realization that their feelings are not unique, but are shared by many others. However, to fully utilize the counseling situation in the most effective way, counselors must be aware of the issues involved in the "empty nest" transition. An understanding of the factors which facilitate successful role transformation, may aid the counselor in isolating the conditions which may be causing the greatest core concern. Through this process, the counselor can assist the woman in constructing an accurate perception of the situation, isolate reasonable alternatives or solutions to the problem, and facilitate resolution of the transition in a "healthy" way (Aguilera and Messick, 1974).

Counselors must also be aware of their own attitudes in relation to counseling middle-aged adults. As Schlossberg (1976, p.36) suggested, "The extent to which counselors are age-biased is directly and inversely related to the amount of support and encouragement they can given clients to make free choices." If counselors view middle-age as a time of stability or decline affording little opportunity for change or growth, their effectiveness with women experiencing conflict in the "empty nest" transition will be minimal. It seems reasonable that counseling faculties should include developmental courses which focus on issues in adulthood and aging. Such courses would not only help to dispel the "myth" that development beyond adolescent is minimal, it would also provide the opportunity for students to confront feelings and concerns about their own advancing

age. If adulthood is viewed as a period of continuing growth, the crisis of role transformations can be utilized to effect positive change.

Educational Dimension

Another implication of these findings relates to implementation of educational programs in family living. The fact that some women are unprepared for the reality of this life period suggests that the current models provided them are inadequate. As was indicated in the present study, many women performed their child-rearing role in a similar pattern to that of their own mothers. As one woman suggested, "I've only brought up my kids the way I was brought up." This statement would suggest that if a woman fostered a dependency in her children to fulfill her own needs of belongingness and self-worth, this pattern of child-rearing may be passed on to the next generation (Friday, 1977). There is therefore a need for effective programs for young adults to acquaint them with the crucial issues of the family life cycle and to present them with alternatives to achieve optimum creativity in personal and family life. Such a program could be incorporated into high schools, colleges and pre-marital counseling situations.

Community Dimension

For many women, the largest portion of their adult lives have been centered around a career of child-rearing. When their children leave home, they may be left with an inadequate knowledge of resources available for redirection of their energies and interests. The establishment of community resource groups could provide these women

with a support system to act as a bridge in this transition. They could incorporate training courses directed toward providing women with the necessary skills for movement into the work force; supply information regarding opportunities available in community work or activities; and, establish emotional support groups which would enable women to share concerns regarding the termination of their mothering role. This service could further be expanded to include marriage enrichment programs to reintroduce postchild-rearing parents to a couple oriented life style.

Contribution to the Area

By drawing upon the theoretical concepts of crisis theory and role transformations, the present study has expanded upon previous research by isolating a number of factors which appear to contribute to a successful termination of the mothering role. The author has focused on delineating the criteria inherent in the "empty nest" transition by employing indepth interviews supplemented with a number of questionnaires. Previous research has defined successful adaptation to this transition as occurring if women perceive the postparental phase of life affording them contentment and freedom from anxiety (Henley and Davis, 1967; Neugarten, Havighurst and Toblin, 1961); the present study has further attempted to isolate the various factors which contribute to this general level of well being. For women in this sample, reaching a level of acceptance of this life event appeared to be achieved through a gradual process of preparation for the termination of their mothering role. This appeared to be facilitated through a balancing of a variety of psychological and sociological factors. The event which triggers the transition appears to vary from woman to woman, however, the acceptance

of her children as independently functioning adults appears to be accomplished through a similar process of adjustment. Isolating these factors not only adds to our knowledge of the criteria inherent in successful termination of the mothering role, it also assists helping professionals in the identification of effective alternatives for women experiencing difficulty with this life event.

Suggestions for Further Exploration

The ideas generated from this study indicate a number of possible directions for further exploration. The following suggestions are made to stimulate thought regarding this topic area.

1. The implementation and evaluation of programs designed to present alternatives for effective personal and family living may prove valuable for present and future generations experiencing the "empty nest" transition. As was indicated previously, these programs could be incorporated into both educational and community settings.
2. Further insight into problems which may occur during the "empty nest" transition could be elicited through interviews with other members of the family. The perceptions and reactions of the husbands and children in relation to mothers experiencing this transition may prove valuable in determining other factors which facilitate (or inhibit) successful termination of the mothering role.
3. The present study findings could be expanded by interviewing women who are experiencing the termination of their mothering role but are without the companionship of a husband in the home. The may elucidate problems which are not accounted for in the present study.
4. An auxiliary finding in this study suggested another factor which may interfere with an adjustment to the "empty nest" transition.

One woman appeared unable to concentrate on her reactions to the termination of her mothering role as a result of a preoccupation with her recent marital separation. Case studies of individuals experiencing cumulative effects of a "situational crisis" state in conjunction with a maturational transitional state may provide valuable information regarding patterns of responses for effective coping behavior.

5. Studies designed to explore other forms of role revision may prove valuable in isolating factors which contribute to an ease in role transformation. Such studies could focus on the role change which accompanies marriage, birth of a child, retirement from the work force, termination of the fathering role, and widowhood.
6. An interesting trend emerged from this study which may warrant further investigation. The women in this sample appeared to be dealing with issues regarding their own mortality. Neugarten (1968) suggested that the "empty nest" transition represents a period when women identify themselves as being "middle-aged". If women view this age period with fear or ambivalence, they may be hesitant to relinquish their mothering status. The effectiveness of dealing with their own advancing years may prove to be a major component in successful termination of the mothering role.
7. A follow-up investigation could be conducted with each woman from this study sample at the time of her youngest child's actual departure from home. This would help to substantiate the accuracy of the present findings.

REFERENCES

REFERENCES

Aguilera, D. and Messick, J. Crisis intervention: Theory and methodology. St. Louis: C.V. Mosby Company, 1974.

Axelson, L.J. Personal adjustment in the postparental period. Marriage and Family Living, 1960, 22, 66-68.

Bart, P. Depression in middle-aged women. In V. Gornick and B.K. Moran (Eds.), Women in a sexist society. New York: Basis Books, 1971.

Blau, Z.S. Old age in a changing society. New York: Franklin Watts, 1973.

Bocknek, G. A developmental approach to counseling adults. The Counseling Psychologist, 1976, 6, 37-40.

Bradburn, N.M. The structure of psychological well-being. Chicago: Aldine, 1969.

Brim., O.G. Theories of the male mid-life crisis. The Counseling Psychologist, 1976, 6, 2-9.

Bromley, D.B. The psychology of human aging. Baltimore: Penquin, 1966.

Bromley, D.B. The psychology of human aging. Great Britain: C. Nicholls and Company Ltd., 1974.

Burr, W.R. Role transitions: A reformulation of theory. Journal of Marriage and the Family, 1972, 34, 407-416.

Calhoun, L.G., Selby, J.W. and King, H.E. Dealing with crisis: A guide to critical life problems. New Jersey: Prentice-Hall Inc., 1976.

Caplan, G. An approach to community mental health. New York: Grune and Stratton, 1961.

Caplan, G. Emotional crises. In A. Deutsch (Ed.), The encyclopedia of mental health, vol. 2. New York: Franklin Watts, 1963.

Caplan, G. Principles of preventive psychiatry. New York: Basic Books, 1964.

Cavan, R.S. The couple in old age. In R.S. Cavan (Ed.), Marriage and family in the modern world. New York: Thomas Y. Crowell Company, 1969.

Cavan, R.S. Stages of the family life cycle. In R.S. Cavan (Ed.), Marriage and family in the modern world. New York: Thomas Y. Crowell Company, 1969.

Cottrell, L. The adjustment of the individual to his age and sex roles. American Sociological Review, 1942, 7, 617-620.

Curlee, J. Alcoholism and the "empty nest". Bulletin of the Menninster Clinic, 1969, 33, 165-171.

Deutscher, I. Socialization for postparental life. In A.M. Rose (Ed.), Human behavior and social processes. Boston: Houghton-Mifflin, 1962.

Deutscher, I. The quality of postparental life. Journal of Marriage and the Family, 1964, 26, 52-59.

Deutscher, I. The quality of postparental life. In B.L. Neugarten (Ed.), Middle age and aging. Chicago: University of Chicago Press, 1968.

Deutscher, I. From parental to postparental life. Sociological Symposium, 1969, 3, 47-60.

Deutscher, I. Socialization for postparental life. In R.S. Cavan (Ed.), Marriage and family in the modern world. New York: Thomas Y. Crowell Company, 1969.

Deykin, E.Y., Jacobson, S., Keerman, G. and Solomon, M. The empty nest: Psychosocial aspects of conflict between depressed women and their grown children. American Journal of Psychiatry, 1966, 122, 1422-1426.

Edwards, J.N. and Klemmack, D.L. Correlates of life satisfaction: A re-examination. Journal of Gerontology, 1973, 28, 497-502.

Erikson, E.H. Identity and the life cycle: Selected papers. Psychological Issues, Monograph No. 1, 1959.

Erikson, E.H. Childhood and society. New York: Norton, 1963.

Ewing, C.P. Crisis intervention as psychotherapy. New York: Oxford University Press, 1978.

Fox, J., Knapp, R.R. and Michael, W.B. Assessment of self-actualization of psychiatric patients: Validity of the Personal Orientation Inventory. Educational Psychological Measurement, 1968, 28, 565-569.

Friday, N. My mother, myself: The daughters search for identity. New York: Dell Publishing Company, 1977.

Fulkerman, S.E. and Gettys, V.C. Validity of a maladjustment score from the Rotter Incomplete Sentences Blank. Journal of Clinical Psychology, 1965, 21, 422-424.

Gass, G.Z. Counseling implications of woman's changing role. Personnel and Guidance Journal, 1959, 37, 482-487.

Glenn, N.E. Psychological well-being in the postparental stage: Some evidence from national surveys. Journal of Marriage and the Family, 1975, 37, 105-110.

Goode, W. A theory of role strain. American Sociological Review, 1960, 25, 483-496.

Gordon, R.L. Interviewing: Strategy, techniques, and tactics. Illinois: The Dorsey Press, 1975.

Gould, R.L. The phases of adult life: A study in developmental psychology. American Journal of Psychiatry, 1972, 129, 33-43.

Harkins, E.B. Stress and the empty nest transition: A study of the influence of social and psychological factors on emotional and physical health. Dissertation Abstracts International, 1975, 35 (11-A), 7404.

Harkins, E.B. Effects of empty nest transition on self-report of psychological and physical well-being. Journal of Marriage and the Family, 1978, 40, 549-556.

Havighurst, R.J. Human development and education. New York: Longmans, Green and Company, Inc., 1953.

Havighurst, R.J. Flexibility and the social roles of the retired. American Journal of Sociology, 1954, 59, 309-311.

Havighurst, R.J. Successful aging. In R.H. Williams, C. Tibbetts and W. Donahue (Eds.), Processes of aging, vol. 1. New York: Atherton, 1963.

Havighurst, R.J. Social roles, work, leisure, and education. In C. Eisdorfer and M.P. Lawton (Eds.), The psychology of adult development and aging. Washington, D.C.: American Psychological Association, 1973.

Havighurst, R.J., Neugarten, B.L. and Tobin, S.S. Disengagement and patterns of aging. In B.L. Neugarten (Ed.), Middle age and aging. Chicago: University of Chicago Press, 1968.

Henley, B. and Davis, M.S. Satisfaction and dissatisfaction: A study of the chronically-ill aged patient. Journal of Health and Social Behavior, 1967, 8, 65-75.

Heyman, D.K. and Gianturco, D.T. Long term adaptation by the elderly to bereavement. In E. Palmore (Ed.), Normal aging. Durham, N.C.: Duke University Press, 1974.

Hill, R. and Aldous, J. Socialization for marriage and parenthood. In D. Goslin (Ed.), Handbook of socialization theory and research. Chicago: Rand McNally, 1969.

Hoff, L.A. People in crisis: Understanding and helping. California: Addison-Wesley Publishing Company, 1978.

Jourard, S.M. The transparent self. New York: Van Nostrand Reinhold Company, 1971.

Kalis, B.L. Crisis theory: Its relevance for community psychology and directions for development. In D. Adelson and B.L. Kalis (Eds.), Community psychology and mental health: Perspectives and challenges. Pennsylvania: Chandler Publishing Company, 1970.

Kerlinger, F.N. Foundations of behavioral research. New York: Holt, Rinehart and Winston, 1973.

King, C.E. and Howell, W.H. Role characteristics of flexible and inflexible retired persons. Sociology and Social Research, 1965, 49, 153-165.

Klavetter, R.E. and Mogar, R.E. Stability and internal consistency of a measure of self-actualization. Psychological Reports, 1967, 21, 422-424.

Knapp, R.R. Relationship of a measure of self-actualization to neuroticism and extraversion. Journal of Consulting Psychology, 1965, 29, 168-172.

Knapp, R.R. Handbook for the personal orientation inventory. California: Educational Industrial Testing Service, 1976.

Kubler-Ross, E. Death the final stage of growth. New Jersey: Prentice-Hall, 1975.

Lantz, H. and Snyder, E. Marriage: An examination of the man-woman relationship. New York: John Wiley, 1962.

Levinson, D., Darrow, C.M., Klein, E.B., Levinson, M.H. and McKee, B. Periods in the adult development of men: Ages 18 to 45. The Counseling Psychologist, 1976, 6, 21-25.

Lindermann, E. Symptomatology and management of acute grief. In H.J. Parad (Ed.), Crisis intervention: Selected readings. New York: Family Service Association of America, 1965.

Lipman-Blumen, J. How ideology shapes women's lives. Scientific American, 1972, 226, 34-42.

Lopata, H.Z. Widowhood in an American city. Mass.: Schenkman, 1973.

Lowenthal, M.F. Psychosocial variations across the adult life course: Frontiers for research and policy. The Gerontologist, 1975, 15, 6-12.

Lowenthal, M.F. and Chiriboga, D. Transition to the empty nest: Crisis, challenge, or relief? Archives of General Psychiatry, 1972, 26, 8-14.

Lowenthal, M.F., Thurnher, M., Chiriboga, D. and Associates. Four stages of life: A comparative study of women and men facing transitions. San Francisco: Jossey-Bass, 1975.

Lowenthal, M.F. and Weiss, L. Intimacy and crises in adulthood. The Counseling Psychologist, 1976, 6, 10-15.

Maddox, G.L. Activity and morale: A longitudinal study of selected elderly subjects. Social Forces, 1963, 42, 195-204.

Maslow, A.H. Toward a psychology of being. New York: D. Van Nostrand Company, 1968.

Merton, R.K. Social theory and social structure. New York: The Free Press, 1968.

Morris, J.K.W. Crisis intervension: Studies in community care. Oxford: Pergamon Press, 1976.

Mouly, G.J. Educational research: The art and science of investigation. Boston: Allyn and Bacon Inc., 1978.

Neugarten, B.L. The awareness of middle age. In B.L. Neugarten (Ed.), Middle age and aging. Chicago: University of Chicago Press, 1968.

Neugarten, B.L. Adaptation and the life cycle. Journal of Geriatric Psychiatry, 1970, 4, 71-100.

Neugarten, B.L. Personality change in late life: A developmental perspective. In C. Eisdorfer and M.P. Lawton (Eds.), The psychology of adult development and aging. Washington: American Psychological Association, 1973.

Neugarten, B.L. Adaption and the life cycle. The Counseling Psychologist, 1976, 6, 16-20.

Neugarten, B.L. Personality and aging. In J.E. Birren, K.W. Schaie and Associates (Eds.), Handbook of the psychology of aging. New York: Van Nostrand Reinhold Company, 1977.

Neugarten, B.L. and Hagestad, G.O. Age and the life course. In R.H. Binstock and E. Shanas (Eds.), Handbook of aging and the social sciences. New York: Van Nostrand Reinhold Company, 1976.

Neugarten, B.L., Havighurst, R.J. and Tobin, S.S. The measurement of life satisfaction. Journal of Gerontology, 1961, 16, 134-143.

Neugarten, B.L., Havighurst, R.J. and Tobin, S.S. Personality and patterns of aging. In B.L. Neugarten (Ed.), Middle age and aging. Chicago: University of Chicago Press, 1968.

Neugarten, B.L. and Kraines, R.J. Menopausal symptoms in women of various ages. Psychosomatic Medicine, 1965, 27, 266-273.

Neugarten, B.L. and Moore, J.W. The changing age-status system. In B.L. Neugarten (Ed.), Middle age and aging. Chicago: University of Chicago Press, 1968.

Neugarten, B.L., Moore, J.W. and Lowe, J.C. Age norms, age constraints, and adult socialization. In B.L. Neugarten (Ed.), Middle age and aging. Chicago: University of Chicago Press, 1968.

Oliver, R. Empty nest syndrome as a focus of depression - cognitive treatment model, based on rational emotive therapy. Psychotherapy: Theory, Research and Practice, 1977, 14, 87-94.

Parad, H.J. Crisis intervension: Selected readings. New York: Family Services Association of America, 1965.

Parkes, C.M. Psycho-social transitions: A field for study. Social Science and Medicine, 1971, 5, 101-115.

Peck, R. Psychological developments in the second half of life. In B.L. Neugarten (Ed.), Middle age and aging. Chicago: University of Chicago Press, 1968.

Phillips, D.L. Social participation and happiness. American Journal of Sociology, 1967, 72, 479-488.

Powell, B. Empty nest, employment and psychiatric symptoms in college-educated women. Psychology and Women Quarterly, 1977, 2, 35-43.

Pressey, S.L. and Kuhlen, R.G. Psychological development through the life span. New York: Harper and Brothers Publishers, 1957.

Rapoport, L. The state of crisis: Some theoretical considerations. In H.J. Parad (Ed.), Crisis intervension: Selected readings. New York: Family Service Association of America, 1965.

Rapoport, L. Normal crises, family structure, and mental health. In H.J. Parad (Ed.), Crisis intervension: Selected readings. New York: Family Service Association of America, 1965.

Rollins, B.C. and Cannon, K.L. Marital satisfaction over the family life cycle: A re-evaluation. Journal of Marriage and the Family, 1974, 36, 271-282.

Rollins, B.C. and Feldman, H. Marital satisfaction over the family life cycle. Journal of Marriage and the Family, 1970, 32, 20=28.

Rotter, J.B. and Rafferty, J.E. Manual: The Rotter Incomplete Sentences Blank - college form. New York: The Psychological Corporation, 1950.

Rotter, J.B., Rafferty, J.E. and Schachtitz, E. Validation of the Rotter Incomplete Sentences Blank for college screening. Journal of Consulting Psychology, 1949, 13, 348-356.

Rotter, J.B. and Willerman, B. The Incomplete Sentences Test as a method of studying personality. Journal of Consulting Psychology, 1947, 11, 43-48.

Rubin, L.B. Worlds of pain: Life in the working-class family. New York: Basic Books, Inc., 1976.

Schlossberg, N.K. The case for counseling adults. The Counseling Psychologist, 1976, 6, 33-36.

Sheehy, G. Passages: Predictable crises of adult life. New York: Bantam Books, 1977.

Shostrom, E.L. An inventory for the measurement of self-actualization. Educational and Psychological Measurement, 1964, 24, 207-218.

Shostrom, E.L. Comment on a test review: The Personal Orientation Inventory. Journal of Counseling Psychology, 1973, 20, 479-481.

Shostrom, E.L. Manual: Personal Orientation Inventory. California: Educational Industrial Testing Service, 1966.

Shostrom, E.L. and Knapp, R.R. The relationship of a measure of self-actualization (POI) to a measure of pathology (MMPI) and to therapeutic growth. American Journal of Psychotherapy, 1966, 20, 193-202.

Spence, D. and Lonner, T. The "empty nest": A transition within motherhood. Family Coordinator, 1971, 20, 369-375.

Spiegel, J.P. The resolution of role conflict within the family. Psychiatry, 1957, 20, 1-16.

Sussman, M.B. Parental participation in mate selection and its effects upon family continuity. Social Forces, 1953, 32, 76-77.

Thomae, H. Patterns of aging: Findings from the Boon longitudinal study of aging. New York: Karger, 1976.

Treas, J. Aging and the family. In O.S. Woodruff and J.E. Birren (Eds.), Aging: Scientific perspectives and social issues. New York: D. Van Nostrand Company, 1975.

Wise, G.W. and Davis, J.E. The Personal Orientation Inventory: Internal consistency, stability, and sex differences. Psychological Reports, 1975, 36, 847-855.

Woodruff, D.S. and Birren, J.E. Aging: Scientific perspectives and social issues. New York: D. Van Nostrand Company, 1975.

Zaccaria, J.S. and Weir, W.R. A comparison of alcoholics and selected samples of non-alcoholics in terms of a positive concept of mental health. Journal of Social Psychology, 1967, 71, 151-157.

APPENDIX A

LETTER TO MOTHERS

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
EDUCATION CENTRE—NORTH WING
TELEPHONE (403) 432-5245

FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA
CANADA T6G 2G5

June 14, 1979

Dear Mrs.

I am presently conducting a study of the reactions of mothers to the time in life when their children are/or will be leaving home. The study is for the completion of my Masters of Education Degree at the University of Alberta.

As your youngest child is graduating from high school this year and will possibly be leaving home in the near future, I am interested in talking with you about this life event. If you agree to take part in my study, the total time involved will be approximately two hours (at your convenience).

I will be contacting you by phone in the near future to further discuss this project and solicit your participation. I am looking forward to talking with you.

Yours sincerely,

Judy James
Graduate Student

J.G. Paterson, Ed.D.
Thesis Supervisor
Education Clinical Services

APPENDIX B

LETTER TO NON-PARTICIPANTS

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
EDUCATION CENTRE—NORTH WING
TELEPHONE (403) 432-5245

FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA
CANADA T6G 2G5

July 20, 1979

Dear Mrs.

I am sorry we were unable to meet in person to discuss your reactions to the time in life when your last child is preparing to leave home. I do however, recognize that time is a cherished commodity and respect your decision not to participate in an interview with me.

Enclosed are three questionnaires. Your response to these would help me enormously in the completion of my Masters thesis. If you could spare a few minutes to fill them out and return them to me via the self-addressed stamped envelope, it would be greatly appreciated. The results of these questionnaires are completely confidential and are for my research purposes only.

If there are any problems with the questionnaires, feel free to contact me at 433 0610. Thank you for your participation.

Yours sincerely,

Judy James
Graduate Student

APPENDIX C

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1) How do you feel about the prospect of all your children being away from home?

2) How do you think you'll feel when your last child actually leaves home?

3) When did you first consider the prospect of all the children being away from home?

4) How do you think your life will change once all the children are away from home?

5) How would you describe your relationship with your children? What contributes to this relationship?

6) Do you think your relationship with your children will be different once they are away from home? If yes, how?

7) Do you think your relationship with your husband will be different once the children are away from home? If yes, how?

8) What would you describe as having been your major roles in life? If mother, will this change once all the children have left home? If yes, how?

9) At what age do you think it is best for children to leave home?

10) What goals in life would make you most happy for your children to achieve?

11) Do you feel that your children will still need guidance or assistance from you once they are away from home? If yes, in what areas?

12) At what point in your children's lives do you feel they'll be independently functioning adults, no longer needing your guidance or assistance?

13) Have you been able to talk to anyone (besides me) about the feelings you are having regarding your children leaving home?

14) Other areas either related to the things talked about or not, that you would like to make additional comments on.

APPENDIX D

DEMOGRAPHIC AND SOCIAL ENVIRONMENT QUESTIONNAIRE

DEMOGRAPHIC AND SOCIAL ENVIRONMENT QUESTIONNAIRE

NAME: _____ Age: _____

1. Work Status: Employed part-time outside home ( )
   Employed full-time outside home ( ) occupation _____
   Employed within the home ( )
   Other (specify) _____

2. My husband is presently:
   Employed part-time outside home ( )
   Employed full-time outside home ( ) occupation _____
   Retired ( )
   Other (specify) _____

3. My Education Status:
   Less than grade 9 ( )
   Some high school ( )
   Senior Matriculation ( )
   Some University ( )
   Technical School ( )
   University Degree ( )
   Graduate Degree ( )

4. I have the following number of living children: _____

5. I have the following number of living grandchildren: _____

6. Number of relatives including children, brothers, sisters, etc. who live within visiting distance:
   0 ( )
   Less than 5 ( )
   5 - 10 ( )
   More than 10 ( )

SOCIAL ACTIVITIES:

1. My social life involved: More family than friends ( )
   More friends than family ( )
   Both equally ( )

2. My social activities involve:
   Visiting friends ( )
   Visiting relatives ( )
   Games (bridge, poker, etc.) ( )
   Sports (golf, dancing, etc.) ( )
   Community activities ( )
   Religious activities ( )
   Other (specify) _____

3. My social activities take place: Less than once a week ( )
About once a week ( )
2 - 5 times a week ( )
More than 5 times weekly ( )

LIFE RELATIONS:

1. How often would you say that the following events occur between you and your children?
   a. "You feel resentful": Never ( )
   Once or twice a year ( )
   Once or twice a month ( )
   Once or twice a week ( )
   About once a day ( )
   More than once a day ( )

   b. "You feel not needed": Never ( )
   Once or twice a year ( )
   Once or twice a month ( )
   Once or twice a week ( )
   About once a day ( )
   More than once a day ( )

   c. "You feel misunderstood":
   Never ( )
   Once or twice a year ( )
   Once or twice a month ( )
   Once or twice a week ( )
   About once a day ( )
   More than once a day ( )

2. How often would you say that the following events occur between you and your children?
   a. "Laugh together": Never ( )
   Once or twice a year ( )
   Once or twice a month ( )
   Once or twice a week ( )
   About once a day ( )
   More than once a day ( )

   b. "Calmly discuss something together":
   Never ( )
   Once or twice a year ( )
   Once or twice a month ( )
   Once or twice a week ( )
   About once a day ( )
   More than once a day ( )

   c. "Have a stimulating exchange of ideas":
   Never ( )
   Once or twice a year ( )
   Once or twice a month ( )
   Once or twice a week ( )
   About once a day ( )
   More than once a day ( )

d. "Work together on a project":

Never ( )
Once or twice a year ( )
Once or twice a month( )
Once or twice a week ( )
About once a day ( )
More than once a day ( )

3. In general, how often do you think that things between you and your children are going well?

All of the time ( )
Most of the time ( )
More often than not( )
Occasionally ( )
Rarely ( )
Never ( )

4. How often would you say that the following events occur between you and your husband?

a. "You feel resentful":

Never ( )
Once or twice a year ( )
Once or twice a month( )
Once or twice a week ( )
About once a day ( )
More than once a day ( )

b. "You feel not needed":

Never ( )
Once or twice a year ( )
Once or twice a month( )
Once or twice a week ( )
About once a day ( )
More than once a day ( )

c. "You feel misunderstood":

Never ( )
Once or twice a year ( )
Once or twice a month( )
Once or twice a week ( )
About once a day ( )
More than once a day ( )

5. How often would you say that the following events occur between you and your husband?

a. "Laugh together":

Never ( )
Once or twice a year ( )
Once or twice a month( )
Once or twice a week ( )
About once a day ( )
More than once a day ( )

b. "Calmly discuss something together":

Never ( )
Once or twice a year ( )
Once or wtice a month ( )
Once or twice a week ( )
About once a day ( )
More than once a day ( )

c. "Have a stimulating exchange of ideas":

Never ( )
Once or twice a year ( )
Once or twice a month ( )
Once or twice a week ( )
About once a day ( )
More than once a day ( )

d. "Work together on a project":

Never ( )
Once or twice a year ( )
Once or twice a month ( )
Once or twice a week ( )
About once a day ( )
More than once a day ( )

6. In general, how often do you think that things between you and your husband are going well?

All the time ( )
Most of the time ( )
More often than not ( )
Occasionally ( )
Rarely ( )
Never ( )

LIFE EVENTS:

1. Generally, what is your present state of health?

Poor ( )
Fair ( )
Good ( )
Very Good ( )
Excellent ( )

2. As you look back on your life do you feel a sense of:

Great satisfaction ( )
Considerable satisfaction ( )
Moderate satisfaction ( )
Little satisfaction ( )
No satisfaction ( )

3. As you view your life at present, do you feel a sense of:

Great satisfaction ( )
Considerable satisfaction ( )
Moderate satisfaction ( )
Little satisfaction ( )
No satisfaction ( )

4. As a parent how do you generally feel about the JOB you did in raising your children?

Excellent ( )
Very Good ( )
Good ( )
Fair ( )
Poor ( )

5. If you have any comment on the above questions or any area not included in the above, please make them here.

APPENDIX E

INCOMPLETE SENTENCES BLANK

INCOMPLETE SENTENCES BLANK - ADULT FORM

JULIAN B. ROTTER

Complete these sentences to express your real feelings.

Try to do every one. Be sure to make a complete sentence.

1. I like . . .
2. The happiest time . . .
3. I want to know . . .
4. Back home . . .
5. I regert . . .
6. At bedtime . . .
7. Men . . .
8. The best . . .
9. What annoys me . . .
10. People . . .
11. A mother . . .
12. I feel . . .
13. My greatest fear . . .
14. In school . . .
15. I can't . . .
16. Sports . . .
17. When I was a child . . .
18. My nerves . . .
19. Other people . . .
20. I suffer . . .
21. I failed . . .
22. Reading . . .
23. My mind . . .
24. The future . . .
25. I need . . .
26. Marriage . . .
27. I am best when . . .
28. Sometimes . . .
29. What pains me . . .
30. I hate . . .
31. This place . . .
32. I am very . . .
33. The only trouble . . .
34. I wish . . .
35. My father . . .
36. I secretly . . .
37. I . . .
38. Dancing . . .
39. My greatest worry is . . .
40. Most women . . .

APPENDIX F

PERSONAL ORIENTATION INVENTORY

PERSONAL ORIENTATION INVENTORY

Part 1: Description of Scales

Major Scales:

1. Time-Competence Scale: (Tc) Measures the person's ability to live more fully in the present as opposed to dwelling on the past or future.
2. Inner-Directed Scale: (I) Measures the person's ability to be self-supportive as opposed to being dependent on others for their views.

Complementary Subscales:

1. Valuing: Paired interpretation of Self-Actualizing Value Scale and the Existentiality Scale.
   a. Self-Actualizing Value Scale: (SAV) Measures the degree to which one's values are like self-actualizing people.
   b. Existentiality Scale: (Ex) Measures ability to situationally or existentially react without rigid adherence to principles.
2. Feeling: Paired interpretation of Feeling Reactivity Scale and the Spontaneity Scale.
   a. Feeling Reactivity Scale: (Fr) Measures sensitivity of responsiveness to one's own needs and feelings.
   b. Spontaneity Scale: (S) Measures freedom to react spontaneously or to be oneself.
3. Self-Perception: Paired interpretation of Self-Regard Scale and Self-Acceptance Scale.
   a. Self-Regard Scale: (Sr) Measures the ability to like one's self because of one's strengths.

b. Self-Acceptance Scale: (Sa) Measures the ability to like one's self in spite of one's weaknesses.

4. Synergistic Awareness: Paired interpretation of Nature of Man Scale and Synergy Scale.

a. Nature of Man Scale: (Nc) Measures degree of the constructive view of the nature of man.

b. Synergy Scale (Sy) Measures ability to see opposites of life as meaningfully related.

5. Interpersonal Sensitivity: Paired interpretation of Acceptance of Aggression Scale and Capacity for Intimate Contact Scale.

a. Acceptance of Aggression Scale: (A) Measures the ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression.

b. Capacity for Intimate Contact Scale: (C) Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

Note: Description of POI scales was adapted from POI Manual (Shostrom, 1966) pages 5, 17 and 18.

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

APPENDIX F: Part 2

NAME _____ DATE TESTED _____

AGE _____ SEX _____

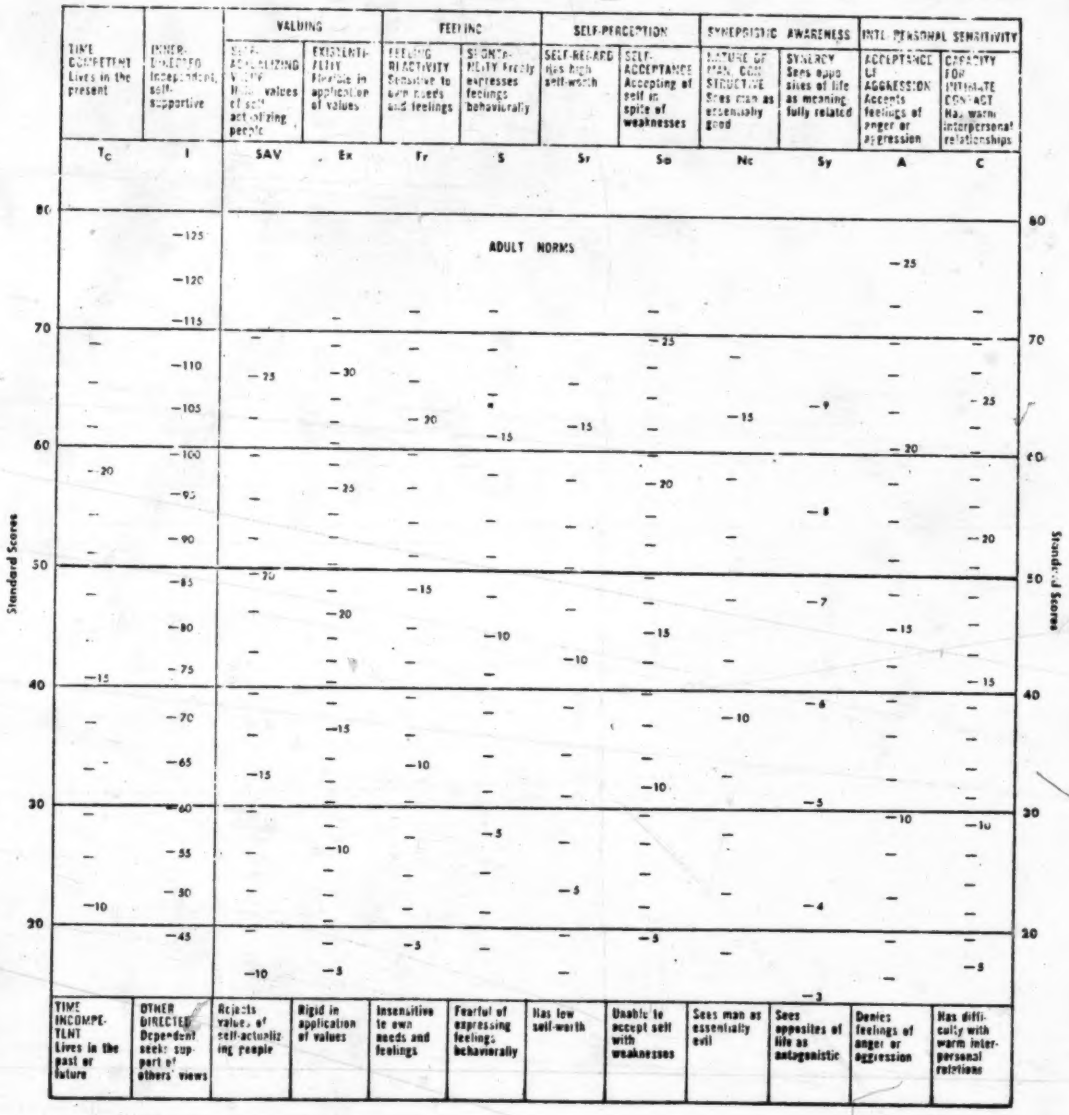
OCCUPATION _____

I T_i - T_c (Time) Ratio:
Self-Actualizing Average T_i: T_c = 1:8
Your Ratio: T_i: T_c = 1:__

3									
1	2	3	4	5	6	7	8	9	10

II O - I (Support) Ratio:
Self-Actualizing Average O:I = 1:3
Your Ratio: O:I = 1:__

2									
1	2	3	4	5	6	7	8	9	10


VALUING
FEELING
SELF-PERCEPTION
SYNERGISTIC AWARENESS
INTERPERSONAL SENSITIVITY
TIME COMPETENT Lives in the present
INNER-DIRECTED Independent, self-supporting
SELF-ACTUALIZING VALUE Holds values of self-actualizing people
EXISTENTIALITY Flexible in application of values
FEELING REACTIVITY Sensitive to own needs and feelings
SPONTANEITY Freely expresses feelings behaviorally
SELF-REGARD Has high self-worth
SELF-ACCEPTANCE Accepting of self in spite of weaknesses
NATURE OF MAN, CONSTRUCTIVE Sees man as essentially good
SYNERGY Sees opposites of life as meaning fully related
ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression
CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
Tc
I
SAV
Ex
Fr
S
Sr
Sa
Nc
Sy
A
C
ADULT NORMS
Standard Scores
Standard Scores
TIME INCOMPETENT Lives in the past or future
OTHER DIRECTED Dependent; seeks support of others' views
Rejects values of self-actualizing people
Rigid in application of values
Insensitive to own needs and feelings
Fearful of expressing feelings behaviorally
Has low self-worth
Unable to accept self with weaknesses
Sees man as essentially evil
Sees opposites of life as antagonistic
Denies feelings of anger or aggression
Has difficulty with warm interpersonal relations

APPENDIX G

RESEARCH CONSENT FORM

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
EDUCATION CENTRE—NORTH WING
TELEPHONE (403) 432-5245

FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA
CANADA T6G 2G5

I, the undersigned, am giving my permission to participate in the study being conducted by Judith E. James, Graduate Student, University of Alberta. I understand that the taped interview, and information obtained through the questionnaires, may be used for research purposes by Ms. James.

_____ _____

Name Address

_____

Date